

New Faculty Orientation Handbook
School of Business Studies
IBA, Karachi

Spring 2022

GETTING STARTED

The first step is to fill out initial paperwork required by the Human Resources Department. The Department Assistants facilitate the liaison between faculty and HR. Details of Department Assistants are provided below.

Management

Ali Zaheer, Room 221, second floor, Aman CED Building. Ext. 2009

Accounting & Law

Syed Muhammad Hassan, Room 221, second floor, Aman CED Building. Ext. 2689

Finance

Ali Akbar, Room 221, second floor, Aman CED Building. Ext. 3031

Marketing

Muhammad Sarim Shahab, Room 221, second floor, Aman CED Building. Ext. 3032

- 1.) IBA ID cards are provided by the Human Resources department. Usually, they take around one week to be ready. It is mandatory to have the IBA ID Card with you whenever you are on Campus (rule valid for both City and Main Campus).
- 2.) Security stickers that will enable your car/vehicle to enter Karachi University and IBA premises will be provided in one week, once you submit the form to HR.
- 3.) Institutional e-mail addresses are provided the same day that the instructor submits the form requesting it. IBA email addresses generally conform to the following format: <firstinitiallastname@iba.edu.pk>. If you would prefer something different, please indicate that on the form.
- 4.) Access to ERP and LMS platforms will be provided once you have your institutional email address approved and active. The IT department arranges sessions to explain the functioning of ERP and LMS.

CONNECTING WITH THE DEAN

Dr Abdullah Z. Sheikh is the Dean, SBS. Dean's office is being looked after by Sarim Shahab. His extension is 3032. He sits next to Dean's office, first floor, Aman CED Building.

COURSES

Courses are allocated to individual faculty members every semester by the Department Chairperson.

All new courses that are being taught in the department for the first time require formal approval by the Department and the IBA Academic Committee.

Every instructor must present an updated version of the course outline to the students by the end of the first week of semester and upload it on LMS.

Course Outline

Course outlines are an important part of any course. IBA course outlines are expected to conform to the following format:

Sections to be Included in Course Outline

1. Heading – Course code and Name Mandatory
2. Class Details – When, Where, Counseling Hours, etc. Mandatory
3. Introduction/Short Description of Course Mandatory
4. Teacher’s Introduction – What do you want the students to know about you
Optional
5. Course Objectives Mandatory
6. Course Learning Outcomes –
 1. Knowledge Outcomes
 2. Skills and Abilities OutcomesMandatory
7. How does your course link to the overall degree program’s objectives?
Optional
8. Teaching and Learning Methodology – includes all the techniques you will use including guest lectures, field trips, etc.
Mandatory
9. Course Plan/Schedule (weekly or session wise) – includes readings per session, cases covered, videos, activities, etc.
Mandatory
10. Textbook and Course Material etc. Mandatory
11. Prerequisite Skills and Knowledge to take this Course Mandatory
12. Assignments and Quizzes: Deadlines, Due Dates, Details, etc. along with individual/group work guidelines
Mandatory
13. Marks Distribution incl.info on whether grading is relative, absolute, or hybrid
Mandatory
14. Class Participation – how will you assess this? Mandatory if applicable
15. Comments and/or Suggestions to students – can also talk about the preferred way for the teacher to be contacted
Optional
16. Technology Requirements – do you expect the student to bring a laptop to class? How will you be using LMS?
Optional
17. Academic conduct, Attendance Policy, Plagiarism Policy and Course Withdrawal Policy – unless there is something different, you can simply refer to IBA’s
Mandatory

policies, code of conduct and guidelines and reinforce that the student must abide by them

18. Anything else you consider relevant Optional

Sample Course Outlines are provided in Appendix 3.

Course materials

Instructors are encouraged to have the bulk of the course materials ready before the beginning of the semester. All digital documents must be uploaded on LMS to ease students' access to the material. Hyperlinks deemed useful to the students can be added to the course outline.

In case of hard copies, contact your Department Assistant, who can assist you with getting a course packet or copies of individual readings prepared.

The photocopy center is located next to the food quarter behind the Adamjee Academic Block. One copy of each text can be provided to the instructor free of charge, for which you need to provide the following information to the copy staff: Course Title, Department, Name of Instructor, Number of Pages.

Books that are required or recommended readings for a course can be ordered for the IBA Library. This process takes time, so it is recommended that instructors contact the library staff or Department Assistant at least a month in advance.

Course Folder

Instructors need to maintain course folders for each course they teach. The course folders would include the course syllabus, highest, average and lowest copies of each graded assignment (including quizzes and exams).

Course folder requirements are given in Appendix 2.

Course Leads

The Course Leads are your point of contact for your course related questions and concerns. The details of Course Leads for SBS are provided in Appendix 4.

General Guidelines regarding conducting classes at IBA

Note that discipline is of great importance at IBA. Faculty and students are expected to be in their classes at the scheduled time.

Attendance is marked on ERP at the beginning of each class. Students not in class at the time of attendance are marked absent.

Students are allowed 4 absences in a course in each semester.

The duration of MBA courses is 2 hours, EMBA courses 1.5 hours, MS courses 1.5 hours, undergraduate course 75 minutes.

Classes and Attendance

Every course meets twice a week for a 75-minute session each, and must complete 28 class sessions. In addition to the teaching weeks, there are two weeks of mid-term/hourly exams. Additional class sessions might be added to a course if they are previously agreed between students and instructor. In case you need to schedule a makeup class for a missed session, e-mail Dr. Wajid Rizvi and your Department Chairperson after which a classroom will be booked for you.

Recording student attendance at the beginning of each class session and maintaining a complete attendance record for the semester on ERP is each instructor's responsibility. IBA attendance policy allows students a maximum of 4 absences per course, per semester. Once the student is absent for a 5th session he/she will not be allowed to conclude the evaluation cycle. The attendance policy is strictly enforced. Any exemption or exception needs to be approved by the Academic Committee, pending presentation of evidence to justify the exemption or exception. During the first week the instructors will be provided with a provisional list containing the names of the students enrolled in the course. This list can change during add/drop week, due to late registrations and other reasons and need to be fully updated before the first mid-term exam week. Any discrepancy detected must be reported to the Examination Office. Attendance can be marked manually but must be uploaded on ERP within 24 hours after each class.

Counseling Hours

In addition to classes, students must also have access to the instructor at least 1 hour per course.

The Counseling Hours schedule must be set during the first week and be reported via email to the Department Chairperson. The same schedule must be displayed outside the faculty member's office door. Additional hours of counseling required by the student will only take place if the instructor deems fit.

Student Evaluation

All classes at IBA are required to structure two examinations over the course of the semester: Mid Term and Final Exam. Instructors have the flexibility to decide how much weight each exam should have: Mid Term 15-20 percent of the total grade and final exam 20-40 percent. Total weightage of both exams combined would at least be 50% of the total marks. In addition, course instructors are free to use other methods of evaluation, including quizzes, essays, research papers, projects, presentations, and class participation.

All exams at IBA are scheduled by the Examination Office. During the exam week instructors will have no teaching duties, but are required to be present for the first 10-15 minutes of each exam to answer students' queries and might also be requested to invigilate their own exams.

IBA has a predefined evaluation scale that can, however, be changed if the instructor is following relative grading.

A 93 - 100

A- 87 - 92

B+ 82 - 86

B 77 - 81

B- 72 - 76
C+ 68 - 71
C 64 - 67
C- 60 - 63
F 0 - 59
I Incomplete
W Course Withdrawn

TEACHING RESOURCES

Using LMS

IBA is using the Sakai Learning Management System (LMS). You may use the LMS to share syllabus/course content with students, to make course related announcement, to post/collect assignments and take quizzes. LMS may be accessed using www.lms.iba.edu.pk

Once you sign in on LMS, you would see your course tab. Click on a course tab to perform functions related to that course.

It is mandatory to upload course syllabus under Syllabus section and submit the course folder documents under the resources section on LMS. Course folder submission details may be taken from Mr. Masood Ali, Manager Quality Enhancement Cell (QEC), ext. 1834.

Using ERP

ERP is used for marking attendance, uploading student marks, and posting grades. ERP may be accessed through <https://www.iba.edu.pk/erpportal.php>

To mark attendance, go to Self Service -> Search -> Attendance Roster By Class. Type IBA and search. You would see your course sections links. Click on course link to get to the attendance page. The first time you go to mark attendance, you would need to press the Generate button to view all registered students.

To view your courses and enter marks, go to Faculty Center -> My Schedule.

Use Self Service -> Campus Personal Information to enter your publication data.

Go to Main Menu -> Instructor Evaluation to view your Instructor Evaluation.

HR AND ADMINISTRATION

Apply for leaves if you are going out of city, even if it is for official purpose. Apply through hrms.iba.edu.pk

The hrms link could also be used to request office supplies.

FACILITIES

The majority of the courses are offered at the IBA Main Campus. First year classes are held at City Campus.

The Main Campus is composed of the following buildings:

Abdul Razzak Tabba Block – Academic block where several courses take place. Classrooms in this building is usually marked at the schedule as *MTC + Room Number*.

Building Supervisor: Abdul Khalid; Extension: 2014; Email: akhalid@iba.edu.pk

Aman CED – The SBS faculty has offices in this building. Classes, seminars, meetings, and conferences also happen at Aman CED. In the schedule the building is identified with *MCC + Room Number* and *MCS + Room Number*. Aman CED has a *Faculty Lounge* (where instructors can relax, have tea, receive students, perform grading tasks, or have meetings) at the end of the left corridor on the 2nd floor.

Building Supervisor: Faisal Zaka; Extension: 2006; Email: fzaka@iba.edu.pk

Adamjee Academic Block – Academic block where several courses take place. Classes on the first floor of the building is marked in the schedule as *MAC + Room Number*. Classes on the ground floors are marked in the schedule as *MAV + Room Number*. Room MAV1 is usually used for department meetings since it has video conference facilities and allows a connection with the City Campus. Adamjee has a *Faculty Lounge* (where instructors can relax, receive students, perform grading tasks, or have meetings) at the left corner, ground floor (next to Room MAV 1).

Building Supervisor: Aayatullah Memon; Extension: 2017; email: amemon@iba.edu.pk

The IBA City Campus is composed of the following buildings:

Aman CED Tower – Academic block where some courses take place. Classes at this building are marked in the schedule as *CC + Room Number*.

Building Supervisor: Name; Extension: 2005; email: @iba.edu.pk

HBL Academic Center – Academic block where some courses take place. Classes at this building is marked in the schedule as *CCL + Room Number*.

Building Supervisor: Name; Extension: 2009; email: @iba.edu.pk

Faysal Bank Academic Center – Academic block where some courses take place. Classes at this building is marked in the schedule as *CFC + Room Number*.

Building Supervisor: Name; Extension: 2019; email: @iba.edu.pk

Building supervisors are responsible for allocation of rooms for additional activities, and have the responsibility to ensure that all equipment is functional whenever instructors need it. In case of malfunctioning equipment, it is the duty of the Building Supervisor to call someone from the IT team to access and assist the instructor. All rooms are equipped with data equipment + microphone + computer station.

Other (non-academic) buildings:

Fauji Foundation (Main Campus)
Towfiq Chinoy Administrative Building (City Campus)
Gani & Tayub Auditorium (Main Campus)
JS Auditorium (City Campus)
Alumni Student Center (Main Campus)
Mian Abdullah Library (Main Campus)

Office Allocation

Full-time faculty members will be given office space, shared with one other colleague. Visiting faculty will not be given any office but will have full access to the Faculty Lounges. A phone line with a respective extension will be provided once the office is allocated to the faculty member.

Library

SBS faculty members have full access to the IBA Library and its resources. In case a faculty member wants to request a book there are two options: 1.) go to the library and fill the form requesting a library card so that you can request books personally 2.) check the books you want to borrow in the online catalogue and request the assistance of the Department Assistant (this procedure however might take some extra time, due to the other tasks the Department Assistant has to perform).

Academic Calendar

The Academic Calendar is available at: <http://iba.edu.pk/AcademicCalendar.php>

Teaching Assistants

The responsibility and accountability of TAs would vary with each department. Check the TA policy with your Department Chairperson.

Following will be the general responsibilities and terms and conditions of the TAs:

1. All TAs will follow IBA rules and regulations regarding confidentiality, anti-discrimination, diversity, and equality.
2. TAs will be allowed to work for the permitted number of hours per week not exceeding 20 hours/week.
3. TAs would have a minimum CGPA of 3.0 and a B grade or above in the course they are assisting.
4. TAs will not assist in more than 3 course sections.
4. TAs conducting tutorials will be required to keep track of students' attendance in tutorials, which will be mandatory for bottom 30% of the class; this group will be decided based on first mid-term. TAs who do not record students' attendance in their tutorials will not be paid their monthly stipend, until they update the required records in the ERP.
5. TAs will not conduct any formal lecture in lieu of a faculty member.
6. TAs will not be involved in any formal grading of Midterm or Final term examinations. however, he/she can assist the faculty in marking quizzes and assignments.
7. TAs will not be allowed for administrative work, such responsibilities will be undertaken by the respective Departmental Assistant.

Your TAs would enter their worked hours at the end of each month. You would approve the TA hours on TA Management system.

Program Office

The Day Program Office (DPO) is responsible for creating and maintaining the schedule of classes each semester as well as for enrollment of all students in each course taught at IBA.

Mr. Akmal Khan is the Senior Manager of the Program Office (makhan@iba.edu.pk).

In case of scheduling issues, or if students exceed the enrollment cap for a particular section, or any other registration-related matters, contact the SSLA Undergraduate Program Coordinator which will liaise with the Program Office.

Salaries

Full-time faculty is paid once a month according to the stipulations of the signed contract.

Visiting Faculty is paid twice each semester: a) once at the midterm mark (sixth week of the semester) and b) and once after you have submitted your final grades. All exam copies need to be returned before the final payment is released. Visiting Faculty are paid per 75-minute teaching session.

Faculty Course Load

At the start of each calendar year, faculty members can decide on their course load viewing their research outcome. The defined course load will be as high as eight courses in a year and as low as three courses in a year.

Those faculty members who have been publishing in high JPI journals (already published in a W Category Journal) can avail as low as three courses if they are expected to get $JPI > 90$ in a year. There will be no exemption of course for administrative positions.

1.1. Defined Course load (per annum) and Research Expectations

Eight courses	(No publication)
Six Courses	($JPI^* \leq 30$)
Five Courses	(JPI 31 to 60)
Four Courses	(JPI 61 to 90)
Three Courses	($JPI > 90$)

**Cumulative JPI*

In addition to above defined teaching load, it will be essential for faculty members to supervise at least one MBA project and ELP project. MS/PhD supervision will account in departmental engagement.

Workload for Chairpersons and Program directors / coordinators is the same as above, but they are paid additional allowances for performing additional responsibility.

Faculty Performance Management

Point system for Annual Performance Review – CALCOM

Research Faculty:

1. Research Output (40 points)
2. Teaching Evaluation/peer review (30 points)
3. Departmental Engagement (30 points).

Teaching Only Faculty:

1. Teaching Evaluation/peer review (70 Points)
2. Departmental engagement (30 Points)

1.1.1 Research Output – 40 Points

JPI > 90 = 40 points

JPI 61 to 90 = 34 points

JPI 31 to 60 = 27 points

JPI 1 to 30 = 20 points

1.2. Brief Description of Main Performance Headers:

1.2.1. Teacher Evaluation Student Evaluation - 30 Points

Faculty members not completing their required course load for the year get zero points in the teaching category.

Give two years starting period to each research faculty with a load of 4 courses. Following this, each faculty member gets load reduction based on the publications. Publications may be carried forward to get reduced load in the following year. For instance, a faculty may get two publications in a year. He may then claim one publication in the first year and another in the second year.

At the moment, there is no practice of peer review. The peer review will be introduced. When peer review will be in practice the points allocation will be changed from student evaluation and in practice the points allocation will be as follow:

Student evaluation: 20

Peer Review: 10

1.2.2. Department Engagement – 30 Points

Departmental engagement reflects performing department-related tasks such as attending meetings and engaging in MS/PhD thesis supervisions. Any academic activity that leads to improvement of any academic process such as new course development, course refinement, and new pedagogy development shall be considered as departmental engagement.

1.2.3. Broad Guidelines for the department engagement score

Engagement in Department Activities

1. Major contribution in one of the department initiatives. Lead gets 10 points and team members get 5 points each.
2. Commitment to the AACSB implementation in their course load and contribution directly or indirectly towards the initiative: 10 Points
3. Supervision of MS / Ph.D. thesis: 10 Points
4. Designing and conducting a new course in the department: 5 points
5. Participation in Department Meetings, Faculty interviews and presentations, etc. (5 points for participating in all the activities)
6. Participation in course audits (2 points - 1 point for getting your course audited and 1 point for auditing another course in the department). If you get your course audited, then include the following in the write-up submitted with the course folder: a. how you implemented the suggestions of the auditors and b. what were the results. If you audit a course, then provide a. suggestions for improvement and b. your own learning. In either case, you would join the Management Discussion Forum meeting when the learning is being shared.
7. Practicing blended learning or other improvements in the course(s) being taught (2 points)
8. Timely grading / completing course folder requirements and submitting to appropriate forum (2 points)
9. Supporting in departmental requirements e.g., working as course leads, developing standard course outlines (3 points for course lead and 2 points for each standard course outline developed), serving on course evaluation committee, leading a Management Discussion Forum (1 point), organizing a seminar/event from the department platform (0.5 point for each seminar organized, max 3 points).
10. Leading an existing department initiative (5 points depending on level of contribution in the given year)

Contribution outside IBA

Participating as a Board Member or non-IBA committees of national/regional importance (2 points)

Reviewing articles for international journals (3 points, 1.5 points for each review, 3 points for reviewing an article from A*/A journal)

Participating as guest speaker outside IBA (3 points, 1 point for each session conducted - 5 points for a major engagement with a reputable organization)

Supervising MS/PhD thesis outside IBA (1 point)

1.2.4. **Final Rating**

Whoever will not meet their defined course load and targeted research output (JPI) will get rating of 3 or less depending his/her departmental engagement point. Continuous failure (2 years in a row) to meet defined course load and targeted research output would result in a rating of 2 or less.

All faculty members will be ranked as per the scores and weightages of each category.

APPENDIX 1

Job Descriptions

Lecturer

The Lecturer at IBA facilitates student learning through classroom teaching and carries out research activities at the basic level. S/he teaches specialized and general courses to undergraduate and graduate students employing lecturers, seminars, tutorials, and field work. Lecturers pursue their own areas of research and develop these to contribute to the wider research activities of their Faculty.

Key Results/Results/Results/Results/Principal Accountabilities

- Course load delivered
- Literary contributions
- Contribution to research
- Rating by Evaluation Committee
- Rating by students
- On time handover of test results

(Specific performance indicators are mutually agreed by incumbent and his supervisor on annual basis)

Main Duties & Responsibilities

Principal Functions

- Keep abreast of trends in the practice of subjects taught through associated research and review of published articles
- Together with the Chairperson, actively participate in the planning and delivery of the Faculty's program
- Undertake teaching in classes deploying modern teaching methods
- Maintain dossiers of course lectures and preparatory material for subsequent reference
- Provide feedback to the Chairperson on need for course realignments based on performance and response of students to subject coverage and teaching methodologies
- Contribute to the examinations process through marking of test papers and participation in other student assessment activities
- Mentor assigned students determined to need advice on academic issues

Routine Functions

- Represent the Institute at professional conferences and seminars as assigned by the Chairperson
- Handover course outline to students along with recommended reading
- Promote punctuality in academic routines through strict enforcement of IBA's policy on attendance and late coming
- Maintain databank of lectures, quizzes, exercises, case studies and test questions

- Carry out consulting assignments awarded by business enterprises to IBA engaging students for data collection, analysis, and report drafting
- Invigilate for own course examinations
- Evaluate, as peer, prospective applicants for faculty positions
- Participate in quality assurance mechanisms of the student learning experience
- Keep abreast of current methods of teaching and plan delivery of assigned courses
- Research, prepare and develop teaching materials for assigned courses keeping in view objectives for each course and the Institute's guidelines on standardization
- Deliver lectures, seminars, and tutorials as per announced semester schedule
- Assess student's course work through quizzes, monthly exams, and final semester exams
- Set papers designed to test student's understanding of the subject
- Support students' development through a pastoral/advisory support during the full course of the semester
- Undertake personal research projects thereby contributing to personal as well as the Institute's research profile
- Supervise student's research activities and assigned project work
- Undertake continuous professional development and participate in faculty development activities
- Undertake administrative tasks as assigned such as student admissions, induction programs and contribution to student bodies
- Perform any other work assigned by the Chairperson

Educational Qualification

First Class MS/MPhil/equivalent degree awarded after 18 Years of education in the relevant field from an HEC recognized University/Institution with no 3rd division in the academic career.

Condition of no 3rd division shall not be applicable in the qualification of appointment as lecturer in Universities or Degree Awarding Institutions provided that the candidate holds a higher degree viz PhD or equivalent degree with not more than one 3rd division in entire academic career.

Assistant Professor

The Assistant Professor at IBA, besides facilitating student learning through classroom teaching, identifies learning needs and contributes to collective decision making on academic content and assessment of students. The incumbent carries out research activities at the basic level. S/he teaches specialized as well as general courses to undergraduate and graduate students employing lectures, seminars, tutorials, and field work. Assistant Professors pursue their own area of research and develop these to contribute to the wider research objectives of their faculty.

Key Results/Results/Results/Results/Principal Accountabilities

- Course load delivery
- Research targets for the year

- Trend in rating by students
- Trend in rating by peers

(Specific performance indicators are mutually agreed by incumbent and his supervisor on annual basis)

Main Duties & Responsibilities

Academic Administrative Support

- Foster inter-disciplinary team working through internal contacts for exchange of information
- Contribute to development of the Faculty's Annual Plan of Action and regular performance reviews in academic meetings
- Contribute to team building through evaluation of performance of existing faculty, and prospective additions

Business Consulting

- Build and promote partnerships with trade and industry for joint and sponsored research and consultancies

Others

- Perform any other work assigned by the Departmental Chairperson or Associate Dean
- The incumbent is required to serve as Patron of one student society if s/he is not on Tenure Track as a full-time researcher

Educational Qualification

Ph.D. in the relevant field from a Top tier foreign or Local HEC-recognized University/Institution.

Experience

Preferably 2 years' teaching/research experience in a recognized university or a post-graduate institution or professional experience in the relevant field in a National or International Organization.

Associate Professor

The Assistant Professor at IBA, besides facilitating student learning through classroom teaching, identifies learning needs and contributes to collective decision making on academic content and assessment of students. The incumbent carries out research activities at the basic level. S/he teaches specialized as well as general courses to undergraduate and graduate students employing lectures, seminars, tutorials, and field work. Assistant Professors pursue their own area of research and develop these to contribute to the wider research objectives of their faculty.

Key Results/Results/Results/Results/Principal Accountabilities

- Course load delivery
- Research targets for the year
- Trend in rating by students
- Trend in rating by peers

(Specific performance indicators are mutually agreed by incumbent and his supervisor on annual basis)

Main Duties & Responsibilities

Teaching

- Implement the quality assurance framework for course delivery
- Participate in the development of innovative approaches to course design and comply with the quality and educational standards and regulations of the Faculty
- Keep updated on research in subjects of expertise and transfer knowledge and techniques of teaching to Lecturers, Teaching Fellows, and Teaching Assistants
- Supervise student projects and field trips
- Form Lesson Plans, set, mark, and assess students' progress and examinations, and provide feedback to students
- Deliver the teaching content applying prescribed methods of delivery that meet student needs
- Provide first line support for colleagues, referring them to sources of further help in teaching, as required

Student Counselling

- Counsel own students as well as students assigned under the Institutes' Scholastic
- Mentoring Scheme on their learning needs and areas requiring special emphasis
- Groom students as leaders for tomorrow

Research

- Support research activity for assigned students
- Participate in research initiatives through provision of logistics support for academic events and networking with other researchers in the assigned field

Academic Administrative Support

- Foster inter-disciplinary team working through internal contacts for exchange of information
- Contribute to development of the Faculty's Annual Plan of Action and regular performance reviews in academic meetings
- Contribute to team building through evaluation of performance of existing faculty, and prospective additions

Business Consulting

- Build and promote partnerships with trade and industry for joint and sponsored research and consultancies

Others

- Perform any other work assigned by the Departmental Chairperson or Associate Dean
- The incumbent is required to serve as Patron of one student society if s/he is not on Tenure Track as a full-time researcher

Educational Qualification

Ph.D. in the relevant field from a foreign or Top tier HEC-recognized University/Institution.

Experience

10-years teaching/research experience in an HEC recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International organization.

OR

5-years post-PhD teaching/ research experience in an HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International organization.

Research Publication

The applicant must have 10 research publications (with at least 4 publications in the last 5 years in the HEC recognized Journals. At least 3 publications in W category journal.

Professor

The Lecturer at IBA facilitates student learning through classroom teaching and carries out research activities at the basic level. S/he teaches specialized and general courses to undergraduate and graduate students employing lecturers, seminars, tutorials, and field work. Lecturers pursue their own areas of research and develop these to contribute to the wider research activities of their Faculty.

Key Results/Results/Results/Results/Principal Accountabilities

- Course load delivered
- Literary contributions
- Contribution to research
- Rating by Evaluation Committee
- Rating by students
- On time handover of test results

(Specific performance indicators are mutually agreed by incumbent and his supervisor on annual basis)

Main Duties & Responsibilities

Principal Functions

- Keep abreast of trends in the practice of subjects taught through associated research and review of published articles
- Together with the Chairperson, actively participate in the planning and delivery of the Faculty's program

- Undertake teaching in classes deploying modern teaching methods
- Maintain dossiers of course lectures and preparatory material for subsequent reference
- Provide feedback to the Chairperson on need for course realignments based on performance and response of students to subject coverage and teaching methodologies
- Contribute to the examinations process through marking of test papers and participation in other student assessment activities
- Mentor assigned students determined to need advice on academic issues

Routine Functions

- Represent the Institute at professional conferences and seminars as assigned by the Chairperson
- Handover course outline to students along with recommended reading
- Promote punctuality in academic routines through strict enforcement of IBA's policy on attendance and late coming
- Maintain databank of lectures, quizzes, exercises, case studies and test questions
- Carry out consulting assignments awarded by business enterprises to IBA engaging students for data collection, analysis, and report drafting
- Invigilate for own course examinations
- Evaluate, as peer, prospective applicants for faculty positions
- Participate in quality assurance mechanisms of the student learning experience
- Keep abreast of current methods of teaching and plan delivery of assigned courses
- Research, prepare and develop teaching materials for assigned courses keeping in view objectives for each course and the Institute's guidelines on standardization
- Deliver lectures, seminars, and tutorials as per announced semester schedule
- Assess student's course work through quizzes, monthly exams, and final semester exams
- Set papers designed to test student's understanding of the subject
- Support students' development through a pastoral/advisory support during the full course of the semester
- Undertake personal research projects thereby contributing to personal as well as the Institute's research profile
- Supervise student's research activities and assigned project work
- Undertake continuous professional development and participate in faculty development activities
- Undertake administrative tasks as assigned such as student admissions, induction programs and contribution to student bodies
- Perform any other work assigned by the Chairperson

Educational Qualification

Ph.D. in the relevant field from a Top Ranking foreign or HEC-recognized University/Institution.

Experience

15-years teaching/research experience in HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International organization.

OR

10-years post-Ph.D. teaching/research experience in a recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International organization.

Research Publication

The applicant must have 15 research publications with at least 5 publications in the last 5 years in HEC recognized journals and 5 publications in W category journals.

APPENDIX 2

No	Course File Requirements	Availability of Required Data	
		ERP database	SAKAI database
1	Course Objectives/Learning Outcomes/Outline/List of Readings		√
2	Course contents		√
3	Weekly plan of contents of lectures delivered		√
4	Attendance record	√	
5	Copy of lecture notes		√
6	Question Papers (Assignments, Quizzes, Projects, Midterms and Final Examination)		√
7	Model solutions of all assessments, tests given in (6) above		√
8	Three sample graded assignments, quizzes, Projects, midterms, and final examination securing max, min, and average marks		√
9	Complete results of the course /Marks distribution & grading model	√	
10	Misc. (Any Other Material - including a short write up on what went well during the course, what didn't, difficulties/problems faced during the course.)		√

APPENDIX 3

Standard Course Outline (Undergraduate)

BBA MGT 311 Production & Operations Management

Class:	BBA
Instructor:	

Class details	
Class Timing and Room	Main Campus (Insert timing here)
Session Day(s)	Monday and Wednesday
Credit Hours:	3 Credit Hours
Email	Insert Here
Contact #	Insert Here

Course Description
This course is intended to introduce the students to the practices, tools, and concepts of OM. The students would get familiar with basic functions of OM such as forecasting, planning and inventory management, and would be able to do some calculations to come up with solutions pertaining to these functions.

BBA Program Learning Goals
1. Communication Skills The students will become effective speakers, listeners, writers, and team members
2. Knowledge of All Business Disciplines Students will gain a broad-based multidisciplinary exposure to a range of business disciplines.
3. Critical Thinking Students will develop the ability to analyze, synthesize and evaluate business theories, models, frameworks, and contexts for Effective Decision Making.
4. Ethics Students will have an understanding and awareness of ethical frameworks and responsibilities.
5. Glocal Mindset Students will develop a focus on global connections and local contexts through awareness of diversity across cultures and markets.

POM Course Learning Outcomes
<ol style="list-style-type: none">1. Appreciate the importance of POM in relation to various functional areas of business and in achieving strategic objectives of an organization2. Understand fundamental concepts, tools, techniques, and implementation challenges in POM3. Use concepts and tools within various functions of operations to drive operational decisions
Skills/Abilities

The course will improve students' problem solving, decision making, communication and team working skills.

Teaching and Learning Methodology

LMS will be used to share reading material with the students. The pedagogy used for the course may be a combination of:

- Live cases/ campaigns/ guest speaker sessions
- Oral case discussion
- Video/DVD Cases
- Short Ads/Videos and their discussion
- Role Plays/Activities/Experiential Learning
- In Class Assignments
- Slides
- Study Trips/Tours
- Readings (online and Embedded in Slides)
- Presentations/Debates – both formal and informal
- Exams
- Debates
- Self-Study
- Interaction on LMS – self-initiated and discussion-oriented

NOTE: This course may only use case lets (where required) and not full-length detailed cases which are more suited for an MBA class.

Note: Where not specifically mentioned, the sessions cover CLOs 2,3. Instructors may use the recommended textbooks to meet the Session Learning Outcomes.

Course Learning Outcomes mapped to Program Learning Outcomes						
Learning Goals		Communication Skills	Knowledge of All Business Areas	Critical Skills	Ethics	Glocal Mindset
Learning Outcomes						
1			X			
2			X			X
3			X	X		
Chapters/ Readings	Mapping to Course Learning Outcomes + Session Learning Outcomes	Session Topic				
Introduction	CLO 1,2 1. Understand what operations and operations management is, its importance in an organization with respect to other functional areas of business. 2.	<ul style="list-style-type: none"> • Introduction to the field of Operations Management • Discussion of course outline 				

	<p>3. Familiarize with the various functions of operations, such as forecasting, planning and inventory management.</p>	
Operations Strategy	<p>4. Components of an operations strategy</p> <p>5. Cost vs differentiation (flexibility) strategy and its implications for operations functions</p> <p>6. Strategic OM decisions</p> <p>7. Strategy development & implementation</p>	<ul style="list-style-type: none"> • Operations Strategy
Product Design	<p>8. Product life cycles,</p> <p>9. product by value analysis,</p> <p>10. design tools (QFD, CAD, CAM, CIM),</p> <p>11. design concepts (robust design, modular design),</p> <p>12. product development system</p>	<ul style="list-style-type: none"> • Product Design Fundamentals
Process Selection (3 sessions)	<p>13. Process Types</p> <p>14. Fundamentals of process analysis (basic process flow diagrams)</p>	<ul style="list-style-type: none"> • Process Selection • Process Analysis
Location	<p>15. Factors that affect locations decisions</p> <p>16. Basic quantitative and qualitative techniques for location analysis, such as center of gravity method and factor rating method</p>	<ul style="list-style-type: none"> • Location Analysis

Layout	<p>17. Types of layouts, such as process-oriented layout, office layout and work cells</p> <p>18. Basic analysis to determine organizational layout</p>	<ul style="list-style-type: none"> • Layout Strategy
Quality	<p>19. Quality definition; Quality Terms such as JIT, Six Sigma; Quality standards; TQM.</p> <p>20. 7 Tools of Quality</p>	<ul style="list-style-type: none"> • Principles of Quality
Human Resource & Job Design	<p>CLO 1,2,3</p> <p>21. Labor planning,</p> <p>22. Job Design</p> <p>23. Basic methods study e.g., Time Motion Study, Ergonomics</p>	<ul style="list-style-type: none"> • Operations HRM and Job Design
Forecasting	<p>CLO 1,2,3</p> <p>24. Steps in forecasting system</p> <p>25. Basic quantitative and qualitative models of forecasting such as time series analysis (Average, Exponential, basic regression analysis)</p> <p>26. Monitoring and control of Forecasts</p>	<ul style="list-style-type: none"> • Forecasting
Operations Planning	<p>27. Design and effective capacity, considerations for capacity expansion,</p> <p>28. Bottleneck analysis,</p> <p>29. Theory of Constraints,</p> <p>30. Break-even analysis,</p> <p>31. basic level capacity analysis,</p> <p>32. aggregate production planning models & methods</p>	<ul style="list-style-type: none"> • Capacity planning • Aggregate planning

Inventory	33. Types of inventories, 34. EOQ, POQ Model of inventory management, 35. ROP, Safety Stock, 36. ABC classification	<ul style="list-style-type: none"> • Inventory Management
MRP & ERP	37. Dependent demand, MPS, MRP, Bill of Material, developing an MRP, ERP	<ul style="list-style-type: none"> • Materials Requirement Planning
Supply Chain Management	CLO 1,2,3 38. Supply Chain strategies and KPIs, 39. basics of procurement, vendor management, logistics planning	<ul style="list-style-type: none"> • Supply Chain
Project Management	40. Project Schedule Management (CPM)	<ul style="list-style-type: none"> • Project Management
Guest Speaker Session & Industry Visit	CLO 1,2,3	<ul style="list-style-type: none"> • Highly Recommended

Textbook and Pre-Course Reading Material, Important Dates.
<p>Recommended Text</p> <ul style="list-style-type: none"> • Chase, R. B., Jacobs, F. Robert, Aquilano, N. J.; <i>Operations Management for Competitive Advantage</i>, 11th Edition, McGraw-Hill International, Inc. • Operations Management: Sustainability and Supply Chain Management. 12 Edition Heizer, Jay; Render, Barry; Munson, Chuck <p>Secondary Texts</p> <p>- Stevenson, W.; <i>Operations Management</i>, 11th Edition, Pearson Education</p> <p>Dates</p> <ul style="list-style-type: none"> • Insert here <p>Notes:</p> <ul style="list-style-type: none"> • Insert here

Prerequisite Skills and Knowledge to take this Course

Be comfortable with using technology for learning. There is a mobile and laptop usage policy.

Assignments and Quizzes: DEADLINES AND DUE DATES:

Assessment	Due Date	Remarks
Assignment	1-2 pre mid and 1-2 post mid	Details regarding Assignments would be provided separately.
Project/Presentation	Towards the end of the term	A separate Project Document will be provided to students.
Mid Term Paper	Mid-term Exam Week	There is only one mid-term for this course
Final Paper	Final Exam Week	Final Exam Week
This course follows absolute or relative grading, based on instructor's discretion.		

Marks Distribution							
Marks Head	Total Frequency	Total Exempted	Marks /Frequency	Total /Head	Marks	Course Learning Outcomes	Traits
Assignments	2-3	0				CLO 1,2,3	
Project/Presentation	1	0				CLO 1,2,3	
Mid Term Paper	1	0				CLO 2,3	
Final Paper	1	0				CLO 2,3	
Total Marks				100			

Class participation

I will ask you to rate your own class participation, and I will also get feedback from the entire class on the students they have learnt the most from during class. I will then assess this information against my own observation, and then arrive at your final CP. Final veto is mine, although I am quite democratic☺

1. Extremely Weak (0-5)

- You are consistently absent/late from class
- You attend class without showing any evidence of being 'mentally' present
- You show disrespectful behavior towards your peers

2. Unsatisfactory (6-10)

- You are present and courteous, but do not participate very much in class even when prompted.
- You hardly ever participate on LMS.
- You are essentially a passive recipient of information.

3. Satisfactory (11-15)

- You are present and courteous but participate in class only when prompted.
- The above attitude is also reflected in your case study discussions, written work and LMS discussions.

4. Good (16-20)

- You are present and courteous and share actively regarding assigned readings/cases and topics under discussion.

- The above attitude is also reflected in your case study discussions, written work and LMS discussions.

- However, you participate in activities only when prompted.

5. Very Good - Almost There! (21-25)

- When you are present and courteous and provide guidance to your fellow students during discussion.

- This is also reflected in your case study discussions, written work and LMS discussions.

- You also participate in activities in a proactive manner.

6. Excellent - Exceptional in all Respects (26-30)

- You are present and courteous, and introduce new and thought-provoking ideas, concepts, and issues in class.

- This is also reflected in your case study discussions, written work and LMS discussions.

- You initiate classroom activities and discussions and contribute immensely to class participation.

- Your classmates acknowledge your great contribution to their learning.

Comments and/or Suggestions

Students may see the faculty any time in case of any problem or issue that needs attention.

Technology Requirements

Please bring your laptop to class if possible. Also bring old-fashioned pen and paper.

Academic Conduct

IBA policy

Attendance Policy

IBA policy

Plagiarism Policy

IBA policy

Withdrawal Policy

IBA policy

APPENDIX 7
Standard Course Outline (Graduate)

MBA MGT 510 Operations & Production Management

Class:	MBA
Instructor:	

Class details	
Class Timing and Room	Main Campus (Insert timing here)
Session Day(s)	Monday and Wednesday
Credit Hours:	3 Credit Hours
Email	Insert Here
Contact #	Insert Here

Course Description
Operations and production management (OPM) is an essential knowledge area of management, which covers the designing, managing, and controlling the different aspects of operations (either production or services). Some important areas to be covered in the course include operations strategy, product & service design, forecasting & planning, inventory management and quality control. Students should learn, in addition to the concepts and practices in operations management, how to design, manage and improve operating systems.

MBA Program Learning Goals
<p>1. Communication Skills The students will be able to communicate effectively in wide variety of business settings, employing mediums such as written, oral and visual</p>
<p>2. Knowledge of All Business Disciplines Students will be able to demonstrate understanding of theory and practice in relation to major business-related functions.</p>
<p>2. Critical Thinking Students are able to develop a critical approach in research and use of management theory and practice leading to effective decision making</p>
<p>4. Ethics Students will have an understanding and awareness of the ethical implications of their decisions.</p>
<p>5. Glocal Mindset Students will develop an appreciation of global best practices and learn to adapt them to local cultural contexts.</p>

OPM Course Learning Outcomes

4. Understand and apply terms, tools, and concepts in Operations Management (process flow, cycle time, throughput time, efficiency, utilization, OEE, Bottleneck, Product-Process Matrix, Inventory models, quality principles, forecasting, planning). Topics to be covered include Operations Strategy, Process Analysis and Design, Forecasting, Planning, Inventory and Quality, relevant technologies for each functional domain
5. Analyze, evaluate operational problems using CLO1 and come up with solutions considering Organizational, Contextual and Societal aspects
6. Design processes, solutions, operating systems with respect to structure and infrastructure

Skills/Abilities

7. Team working, communication, problem solving, analytical and decision-making skills (students would be able to analyze real world operations problems in the context that they exist and solve them considering the challenges and constraints faced in real life situations)

Teaching and Learning Methodology

LMS will be used to share reading material with the students. The pedagogy used for the course may be a combination of:

- Live cases/ campaigns/ guest speaker sessions
- Written case analysis
- Oral case discussion
- Video/DVD Cases
- Short Ads/Videos and their discussion
- Role Plays/Activities/Experiential Learning
- In Class Assignments
- Slides
- Study Trips/Tours
- Readings (online and Embedded in Slides)
- Presentations/Debates – both formal and informal
- Exams
- Debates
- Self-Study
- Interaction on LMS – self-initiated and discussion-oriented

NOTE: Where not specifically mentioned, the sessions cover CLOs 1-4.

Course Learning Outcomes mapped to Program Learning Outcomes						
Learning Goals		Communication Skills	Knowledge of All Business Areas	Critical Skills	Ethics	Glocal Mindset
Learning Outcomes						
1			X			
2			X	X	X	X
3			X	X		X
4		X		X		X

Chapters/ Readings	Mapping to Course Learning Outcomes + Session Outcomes	Session Topic
Module 1: Introduction (1-2 sessions)	<p>CLO 1 Students should learn the rules of the class, expectations from the course and basic framework for solving operational cases.</p> <p>They should understand the key operational decision areas, the kind of problems an operations manager has to deal with.</p>	<ul style="list-style-type: none"> • Introduction • Course Outline, assignments, project, class participation and rules • Solving operational cases • Overview of operations: what is operations management, what are operational decision areas, key challenges, etc.
Module 2: Process Analysis (3-4 sessions)	<p>Learn operations terms and KPIs like process flow diagram, cycle time & efficiency.</p> <p>Calculate and interpret operational performance indicators</p>	<ul style="list-style-type: none"> • Process Fundamentals • Operations terms and KPIs • Process flow diagram and process analysis • Performance KPIs, CT, TT, Efficiency, Utilization • Suggested Text: Kristen's Cookie Company
Module 3: Operations Strategy (3-4 sessions)	<p>Learn how to set operational priorities.</p> <p>Be able to align an operating system's structure and infrastructure with operational priorities and vision/mission of the organization.</p>	<ul style="list-style-type: none"> • Trade-offs in Operations and operational direction setting • Developing operations structure and infrastructure based on company's vision, mission, and operational priorities • Suggested Text: Benihana of Tokyo, Southwest
Module 4: Product & Process Design (3-4 sessions)	<p>Factors influencing product and process design</p> <p>Alignment of design with ops strategy and internal processes</p> <p>Product-Process Matrix</p> <p>Product and process innovation (innovation types, innovation management in organizations)</p>	<ul style="list-style-type: none"> • Product Design Fundamentals • Process Design • Suggested Text: McDonald's Corporation
Module 5: Sales & Operational Planning (3-4 sessions)	<p>CLOs 1,2,4</p> <p>Sensitize the students to forecasting processes & methods being followed in the industry for functional and responsive products.</p>	<ul style="list-style-type: none"> • Forecasting for functional vs responsive items • Planning process, capacity planning, materials planning • Workforce Management (optional) • Suggested Text: Marriott Room Forecasting

	<p>Get them through the planning process for functional and/or responsive products.</p> <p>One session could cover how to manage employees within an operating system.</p>	
<p>Module 6: Inventory Management (2-3 sessions)</p>	<p>CLOs 1,2,4 Inventory classifications</p> <p>Purpose of Inventory</p> <p>Single period vs multi-period inventory planning models.</p> <p>Inventory Trade-offs</p>	<ul style="list-style-type: none"> • Inventory Types and Classifications • Single Period vs Multi-period Inventory Models • Cost of Inventory • Suggested Text: L. L. Bean
<p>Module 7: Quality (2-3 sessions)</p>	<p>CLOs 1,2,4 Concept of Quality, quality attributes, TQM, Six Sigma</p> <p>Cost of Quality</p> <p>Quality Gurus, QMS, Quality standards</p> <p>Toyota (TPS) and Lean Principles</p> <p>Tools of Quality</p>	<ul style="list-style-type: none"> • Quality Fundamentals • Cost of Quality • Toyota Production System • Lean Principles • Suggested Text: Toyota Motor Manufacturing

Textbook and Pre-Course Reading Material, Important Dates.
<p>Recommended Text Operations Management, 13th ed., William J. Stevenson, McGraw-Hill</p> <p>Secondary Texts Matching Supply with Demand: An introduction to Operations Management, 3rd ed., Cachon, G. P. and Terwiesch, C., McGraw Hill</p> <p>World Class Manufacturing, Schonberger, 2008, Simon and Schuster</p> <p>Dates</p> <ul style="list-style-type: none"> • Insert here
Prerequisite Skills and Knowledge to take this Course
Be comfortable with using technology for learning. There is a mobile and laptop usage policy.

Assignments and Quizzes: DEADLINES AND DUE DATES:

Assessment	Due Date	Remarks
CP	Ongoing	Sample CP Grading plan is given later in in this document. Instructors may design their own CP grading scheme based on this.
Role Play plus written assignment	Insert	A separate 'Assignments' Detail' Document to be provided to students.
Project/Presentation	Towards the end of the term	A separate Project Detail Document to be provided to students.
Mid Term Paper	Mid-term Exam Week	There is only one mid-term for this course
Final Paper	Final Exam Week	Final Exam Week
This course follows absolute or relative grading, based on instructor preference.		

Marks Distribution							
Marks Head	Total Frequency	Total Exempted	Marks /Frequency	Total /Head	Marks	Course Learning Outcomes	Traits
CP	Ongoing	0				CLO 1,2,3,4	
Role Play/WAC (theory & written)	1-2	0				CLO 1,2,3,4	
Project/Presentation	1	0				CLO 1,2,3,4	
Mid Term Paper	1	0				CLO 1,2,3,4	
Final Paper	1	0				CLO 1,2,3,4	
Total Marks				100			

Class participation
<p>I will ask you to rate your own class participation, and I will also get feedback from the entire class on the students they have learnt the most from during class. I will then assess this information against my own observation, and then arrive at your final CP. Final veto is mine, although I am quite democratic☺</p> <p>1. Extremely Weak (0-5)</p> <ul style="list-style-type: none"> • You are consistently absent/late from class • You attend class without showing any evidence of being 'mentally' present • You show disrespectful behavior towards your peers <p>2. Unsatisfactory (6-10)</p> <ul style="list-style-type: none"> • You are present and courteous, but do not participate very much in class even when prompted. • You hardly ever participate on LMS. • You are essentially a passive recipient of information. <p>3. Satisfactory (11-15)</p> <ul style="list-style-type: none"> • You are present and courteous but participate in class only when prompted. • The above attitude is also reflected in your case study discussions, written work and LMS discussions. <p>4. Good (16-20)</p>

- You are present and courteous and share actively regarding assigned readings/cases and topics under discussion.

- The above attitude is also reflected in your case study discussions, written work and LMS discussions.

- However, you participate in activities only when prompted.

5. Very Good - Almost There! (21-25)

- When you are present and courteous and provide guidance to your fellow students during discussion.

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- You are present and courteous, and introduce new and thought-provoking ideas, concepts, and issues in class.

- This is also reflected in your case study discussions, written work and LMS discussions.

- You initiate classroom activities and discussions and contribute immensely to class participation.

- Your classmates acknowledge your great contribution to their learning.

Comments and/or Suggestions

Students may see the faculty any time in case of any problem or issue that needs attention.

Technology Requirements

Please bring your laptop to class if possible. Also bring old-fashioned pen and paper.

Academic Conduct

IBA policy

Attendance Policy

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Plagiarism Policy

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Withdrawal Policy

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APPENDIX 4

Research Publication Guidelines (Addendum)

These Guidelines and/or Code of Conduct would be evaluated at the time of promotion and the Schools may use the same during their yearly research performance evaluations. These Guidelines should be understood as general suggestions for strengthening the process of research evaluation of Faculty with the goal of enhancing the standards of research produced at IBA. However, each case should be evaluated on its own merit and the following points may neither be exhaustive nor strictly binding. They are added to the Research Protocol approved by the Academic Board in its 87th meeting held on December 4, 2020, and by the Board of Governors through circulation in January 2021.

- Article Processing Charges
 - Disclosure in ERP needs to be made by the Faculty member
 - Submit all documents related to the submission, review, approval and any other
 - Faculty needs to defend / justify the APC based publication
 - Within School in a seminar setting & faculty members from other schools should also be invited
 - Publication Verification Committee
 - Further guidelines would be issued based on learning from this track
- Journal Rankings / status would be counted at the time of publication
 - Recognized or not recognized
 - JPI #
 - Quartile etc.
- Healthy Mix:
 - Single Authorship
 - Co-Authorship with PhD / MS Students (max 3 authors would be counted)
 - More than 4 or 5 authors / co-authors would need to be defended / justified
 - Within School
 - Publication Verification Committee
- Journal Mix:
 - International / National
 - Y, X and W categories (not skewed towards lower to middle – should be middle to top)
 - Interdisciplinary is ok
- Books and Book Chapters to be evaluated as per HEC criteria. Independent & qualified evaluators would be engaged. This track to be defined in depth after consultative process
- Review process by the publishing Journal's editors & reviewers of all research publications across the schools should be recorded and uploaded along with the other details of the publications in the ERP
- Other General Guidelines:
 - All researchers (faculty and students) need to clearly mention/acknowledge the contribution of any external or internal support (financial or technical) in final research paper/report.
 - A major or minor contribution from RA should be mentioned/acknowledged in the paper i.e., in footnotes.

- Funders, data providers, provision of information about the nature and process of research, development process of any idea (if required) must be properly documented in the research paper.
- in case of student-faculty joint authorship- if research paper is extracted from MS/PhD student's thesis or if student is enrolled at IBA –the faculty is highly discouraged to be the first author.
- The hiring of an IBA student as RA without institutionalizing or without acknowledgment in research paper should be avoided.
- In case of five authors or more, the promotion committee may ask the candidate to clarify his/her contribution in the paper.

APPENDIX 5

Useful Contacts

Dr Abdullah Z. Sheikh, Dean, SBS – azsheikh@iba.edu.pk

Chairpersons

Dr Muhammad Ayaz – Management Department

Dr Farah Naz – Marketing

Dr Sana Tauseef – Finance

Mr. Haroon Tabraze - Accounting

SBS Committees

1. **Strategic Academic Council (SAC): Chaired by Dean**

Composition: Dean + All Chairs + All Full Professors

Suggested Meeting Frequency: 2-3 times a semester or as needed

General Scope: This is the senior management team of the school and will deal with strategic-level issues.

2. **Board of Studies (BOS): Chaired by Dr Wajid Rizvi**

Composition: Dean + Chairs + Full Professors + Program Directors & Program Coordinators

Suggested Meeting Frequency: 2 times a semester

General Scope: This is a HEC-mandated statutory body which will deal with a broad spectrum of academic/curriculum related issues.

3. **Selection, Promotion & Sabbatical Committee (SPSC): Chaired by Dr Hilal Butt**

Composition: Dr Hilal Butt, Dr Wajid Rizvi, Dr Rameez Khalid, & Dr Saima Hussain

Suggested Meeting Frequency: 3 times a semester or as needed

General Scope: This committee will be responsible for screening and approving external candidates before they can be called for a presentation/job talk. In the event, the relevant department recommends a candidate for induction (after the presentation/job talk), this committee will then do further due diligence before sending their decision to the Dean's office. Secondly, all applications for promotion, emanating from SBS, will first go through this committee, for ensuring that the applicant sufficiently meets the promotion criteria, before arriving in the Dean's office and their subsequent escalation to the IBA's HR and IBA promotion committee. Further, all SBS sabbatical applications will be reviewed and deliberated by this committee.

4. **Academic Research Funding Committee (ARFC) – Chaired by Dr Yasir Kundi**

Composition: Dr Yasir Kundi, Dr Mohsin Butt, Dr Hilal Butt, Dr Waheed Umrani, Dr Fawad, Dr Irum Saba, and Dr Beenish Tariq

Suggested Meeting Frequency: 3 times a semester

General Scope: This committee will be responsible for developing/refining/revising research-related policies at SBS. This committee will also deal with all research-related travel/funding applications within SBS and ensure a systematic and equitable funding allocations, under this head.

5. Faculty Development & Training Committee (FDTC): Chaired by Dr Kamran Mumtaz

Composition: Dr Kamran, Dr Waheed Umrani, Dr Ashraf Khan, Dr Farooque, Dr Amber Rashid, Dr Mohsin Patel, & Dr Azam Ali

Suggested Meeting Frequency: 2-3 times a semester

General Scope: This committee will be responsible for developing/refining/revising faculty development/trainings-related policies at SBS. This committee will also deal with all faculty development/training-related travel/funding applications within SBS and ensure a systematic and equitable funding allocations, under this head.

6. Students' Counseling, Grievances and Projects Committee (SCGPC): Chaired by Dr Asim Shabbir

Composition: Dr Asim Shabbir, Dr Amir Awan, Dr Huma Amir, Dr Mohsin Sadaqat, Dr Shayan Abdul Shakoor, Dr Mohsin Khawaja, & Dr Mahreen Nazar

Suggested Meeting Frequency: 2-3 times a semester

General Scope: This committee will deal with students' grievances within SBS. This might entail students' counseling from time to time. This committee will also be involved in counseling/mentoring particularly regarding students' projects for the undergraduate programs at SBS in consultation with the program coordinators of BBA and BSAF programs.

7. AACSB Review & Accreditation Committee (AREC): Chaired by Dr Sana Tauseef

Composition: Dr Sana Tauseef, Ms. Kanza Sohail, Dr Mohsin Butt, Ms. Tahir Jafri, Ms Sadia Sheikh, Madeeha Omer, & Zaira

Suggested Meeting Frequency: At least biweekly

8. Program Coordinators Forum (PCF): Chaired by Dr Asif Jaafar

Composition: Dr Asif Jaafar, Dr Talha Salam, Dr Nyla Ansari, Dr Irum Saba, Dr Nauman Ahmed, Dr Nida Aslam, Dr Ashar, & BBA program coordinator

Suggested Meeting Frequency: 2 times a semester

Course Leads

Management: (Core course-Program-Course lead)

1. Principles of Management-BBA- Not offered in Fall
2. Org Behavior-BBA- Dr **Nyla Ansari**
3. Mgmt. and Org Behavior-BSAF-**Usman Nazir**
4. HRM-BBA- Dr **Waheed Umrani**
5. Business Comms-BBA and BSAF- **Usman Nazir**
6. Managerial Policy-BBA- Dr **Ashar Saleem**
7. Entrepreneurship-BBA-Not offered in Fall
8. OBL-MBA and MBA Exec- Dr **Nyla Ansari**
9. Ops and Prod Management- MBA and MBA Exec- Dr **Kamran Mumtaz**
10. Managerial Comms-MBA Exec- Dr **Faisal Nazir**
11. Corporate Strategy-MBA and MBA Exec- Dr **Ashar Saleem**

Finance: (Course-Program-Course lead)

1. Introduction to Business Finance-BBA and BSAF- **Tahira Jaffery**
2. Financial Institutions and Markets-BBA and BSAF- **Sohaib Butt**
3. Financial Management-BBA and BSAF- **Dr. Nauman**
4. Financial Modelling- BSAF- **Sohaib Butt**
5. Regulations and Financial Markets-BSAF- **Yousuf Saudagar**
6. Business Finance 1- MBA and MBA Exec- **Dr. Sana**
7. Business Finance 2-MBA and MBA Exec- **Najmul Hassan**

Marketing: (Core Course-Program-Course lead)

1. Principles of Marketing-BBA and BSAF- Dr **Nida**
2. MIP- BBA- **Rimsha**
3. Methods of Business Research- BBA- Dr **Farah**
4. Marketing Mgmt.- MBA and MBA Exec- **Dr Saima**
5. Applied Business Research Qualitative - MBA- Dr **Huma**
6. Applied Business Research Quantitative - MBA – Dr **Asim**
7. Advance and Applied Business Research - MBA Exec – Dr **Mohsin**

Accounting and Law: (Course-Program-Course lead)

1. Principles of Accounting-BBA and BSAF- **Zahra Riaz Nakhoda**
2. Financial Accounting-BBA and BSAF- **Annie Ahmad**
3. Management Accounting-BBA and BSAF- **Zaira Anees**
4. Auditing-BSAF- **Mohsin Patel**
5. Business Law-BBA and BSAF- **Sohaib Saleem**
6. Taxation-BSAF- We are offering Advanced Taxation in this session that is an elective.
7. Financial Accounting and Information Systems-MBA and MBA Exec- Dr **Asif Jaffer**
8. Accounting for Decision Making-MBA and MBA Exec- **Tausif Ilyas**
9. Legal and Regulatory Environment-MBA and MBA Exec – **Mahreen Nazar**

Departmental Assistants

Management

Ali Zaheer, Room 221, second floor, Aman CED Building. Ext. 2009

Accounting & Law

Syed Muhammad Hassan, Room 221, second floor, Aman CED Building. Ext. 2689

Finance

Ali Akbar, Room 221, second floor, Aman CED Building. Ext. 3031

Marketing

Muhammad Sarim Shahab, Room 221, second floor, Aman CED Building. Ext. 3032

Other Contacts

Mr. Abdul Wajed Khan, Controller of Examinations – awajed@iba.edu.pk

Mr. Muhammad Anwar, Head Librarian – anwarch@iba.edu.pk

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