FNO. HU/DQE/EXT/CORSP/2025/ ***13 AUG 2025***

REVIEW OF INSTITUTIONAL PERFORMANCE AND ENHANCEMENT

(RIPE)

2nd Self- Review of Institutional Performance and Enhancement

SELF

Institutional Performance Enhancement Report (IPER)
Period: 01 Jul 2024 to 30 June 2025

(Held on 11-13 Aug 2025)

Report

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REPORT OF FIRST SELF-INSTITUTIONAL PERFORMANCE AND ENHANCEMENT, HAZARA UNIVERSITY HELD FROM 11-13 Aug 2025

BACKGROUND OF "RIPE PROCESS AND 2nd S-RIPE HAZARA UNIVERISTY"

The Performance Evaluation of universities/HEIs is a process set by the Higher Education Commission of Pakistan in order to improve the performance of the universities/HEIs. The process is aimed to be conducting focusing on effectiveness and future progress/development/improvement using corrective measures, based on outlines of "Sixteen Evaluation-Standards" compiled in a book#4 of PSG-2023 with describing its procedure for conduct of RIPE as EQA or S-RIPE as IQA. The HEC's RIPE, Expectations & Outcome Indicators, data checklists for the RIPE, TORs for the Reviewers, IP report Format and other directives are available in the above-mentioned book#4.

HU had conducted 1st S-RIPE in October 2024, the report, its CIP and compliance were produced and were checked by IQC for CQI purpose. The second IPER of the Hazara University has drafted/prepared by the IPERC and submitted to IQEA/Direcotrate QE for 2nd S-RIPE. The activity held from 11 to 13 August 2025 with constitution of following external panel and the University team;

SRIPE Panel comprised of following members:

- **Muhammad Nauman Habib - *(External Reviewer/ Evaluator)***
  Director Quality Enhancement,
  PAK-AUSTRIA Fachhochschule Institute of Applied Sciences & Technology,
  Mang, Haripur Khyber Pakhtunkhwa
  .
- **Dr Shah Masaud Khan - *(External Reviewer/ Evaluator)***
  Director Quality Enhancement,
  University of Haripur, Khyber Pakhtunkhwa

- **Lt Cdr (R) Dr Mahmood khan (Internal evaluator and Reviewer)**
  Director Quality Enhancement,
  Hazara University

Hazara University Team:

1. **Mr Mohabat Khan**
   Acting Registrar
   Hazara University

2. **Mr Khurram Jamal,**
Acting Treasurer
Hazara University

3. **Syed Arif Hussain Shah**
Controller of Examinations,
Hazara University

5. **Dr Masroor Bangish**
Director ORIC
Hazara University

6. **All Deans**

7. **Mr Shakeel Ahmad,**
Director IT, Hazara University

Besides the above meetings with all Chairpersons and all Administrative Heads/Officers was held. The panel also visited classrooms, laboratories, student support services, library and faculty and support staff offices. While for documents clarification at intervals, the following Officers/auxiliary staff from Registrar Office & various Directorates were also called to work out their clarification/support the process during evaluation.

Mr Muhammad Sajjad, Provost,
Mr Jehanzeb Khattak, Director Admin
Zakaria Khalid, Deputy Registrar (Meetings)/DR(A)
Dr Amjad Rehman, Director Students Services Centre,
Dr Adnan Anwar, Director Training
Dr Muhammad Imtiaz, Deputy Librarian
Dr Zubair Alam, as Manager ORIC
Mr Amjad Khan, as Manager R&D
Mr Muhammad Ijaz - Deputy Registrar (Establishment)
Mr Muhammad Aiaz - Deputy Director P&D
Mr Jawad Khan, Assistant Registrar Admin (Human Resource/SB. Section)
Mr Shahid Assistant Registrar, as PRO-HU
Dr Wajid Ali, Assistant Registrar (Establishment-1)
Mr Ulfat - Ministerial Staff Registrar’s office
Mr Gulistan N/Q - Meeting Section
Mr Saleem N/Q – Meeting Section

The support officers/staff from Directorate Quality Enhancement remained present and worked throughout the review/evaluation.

Dr Aurangzeb Khan	**– Deputy Director QE/Head QECAC**
Rana Bilal Iqbal	**– Assistant Director QE (Focal Person for RIPE)**
Qaiser Shah	– Suptd DQE (Data Facilitator)
Syed Izhar Shah	– Computer Assistant DQE (Computational Facilitator)
Muhammad Riaz	– PA to DQE
Muhammad Waseem	– Syst Analyst/LDC (Analyst Facilitator Turnitin etc)
Hafeez ur Rehman	– Naib Qasid DQE

STANDARD 1: VISION, MISSION, GOALS AND STRATEGIC PLANNING

1.1 COMMENDATIONS

University has prepared its mission statement and to some extent publicized it, as it is mentioned in the prospectus and available on the website.

1.2 FINDINGS

1.2.1 Strategic plan matured in 2023 while new strategic plan is drafted for 10 years that is 2024 to 2034. This plan is comprehensive and addresses all the components of vision and mission providing direction to the university for all activities. However, the strategic plan yet to be approved by the statutory bodies.

1.2.2 The university vision and mission well device and approved from relevant bodies. Moreover, revision in the vision and mission are reprint with the consultation of relevant stakeholders recently.

1.2.3 University vision and mission drives the strategic planning and along with that all the activities of the university should be aligned with the strategic plan, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders. Subsequently, the vision and mission of the departments and programs require revision and alignment with the new vision and mission statement of the university. The realignment will require statutory approvals.

1.3 RECOMMENDATIONS

1.3.1 Finalize statutory approvals for the strategic plan and align all departmental/program statements with the updated university vision and mission.

1.3.2 Once the strategic plan is approved, all academic and non-academic activities are suggested to be aligned with the university vision and mission.

1.3.3 Strategic plan progress review process is proposed for follow-up, review of the progress, and timely actions.

STANDARD 2: GOVERNANCE, LEADERSHIP AND ORGANIZAITON

2.1 COMMENDATIONS

Some of the University Authorities/statutory bodies (like Syndicate, Academic Council, F&P Committee, Advanced Studies and Research Board) are holding their meetings on regular basis as per its statutes, however the Senat meetings did not held during the evaluation period as well BOS & BOF found deficient.

2.2 FINDINGS

2.2.1 System of organization and governance is well responsive to the present and future needs and it is reflected in the variety of academic programmes as well as in the development of infrastructure. Meetings are taking place as per the requirement of the act and the meeting merits and decisions are well recorded and notified on time the power and functions of every statutory position as well defined and in place according to the act and statutes.

2.2.2 Since the approval of it is observed that the last approved organogram is not recent while several positions in the administration note present in the approved organogram for example QEC, ORIC etc.

2.2.3 Job descriptions of the administrative positions other than the positions mentioned in the act are not prepared nor approved.

2.2.4 Communication policy formally approved to

2.2.5 The regular administrative positions that is registrar, treasurer, director works, director A&R, P&D, admin, Provost are on additional charge Which affects the efficiency and effectiveness of work.

2.2.6 Research projects found to be very limited. It is also found that weightage is not assigned in the ACR for the research projects.

2.2.7 Classrooms or not equipped with the lattest technology which might affect the learning and teaching efficiency and effect to create and sustain an environment in which high quality teaching and learning can be fostered.

2.2.8 The learning objectives and outcomes of the program are not reviewed to understand the student progression.

2.2.9 Limited faculty development programme entraining on the pedagogical knowledge to enhance the teaching of the curriculum and appropriate use of assessment has been reported. This affects the understanding of modern techniques and use of contemporary teaching style that can benefit students in the current time.

2.2.10 Top management meetings with the students and the student bodies is limited which limits their engagement in decision making. Under the purview of PSG 2023, student is the centre of every activity in the university including their presence in the IQC.

2.2.11 Currently faculty feedback and course review are the only surveys conducted to get valuable input from the students. However, there is no mechanism to make each non-academic and support service departments feedback at includes library, examination, student affairs, career counselling, IT, department, transportations, hostel, cafeteria, sports, QEC, ORIC etc.

2.2.12 To increase the university efficiency and productivity automation and operational CMS is in place. The website is updated regularly and all notifications and policies are uploaded to the website for the information of stakeholders however at the same time a lot of paperwork and decisions are approved as well as circulated in the heart form. Keeping in view the environmental aspect and sustainable practices automation and paperless environment is not yet fully functional.

2.2.13 Grievance redressal committees what time and time again communicated by HEC to be notified along with the scope and TORs. It was observed that student's grievance committee faculty grievance committee and grievance committee for the admin officers/staff are not developed nor notified. Only TTS grievance committee is formulated.

2.2.14 Faculty/teachers annual appraisal system does not exist. The excellent and poor teachers are dealt with the same measure.

2.3 RECOMMENDATIONS:

2.3.1. Approval of updated-organogram from relevant forum/Senat to reflect current positions, including QEC, ORIC & Dir A&R.

2.3.2. Develop job descriptions for all administrative roles and specially the senior position like Directors/Provosts/Director works etc.

2.3.3. Approve job descriptions through statutory processes and to be notified by Principal Administrator.

2.3.4. Fill key administrative positions on a substantive basis.

2.3.5. Increase the number of research projects undertaken by the institution.

2.3.6. Upgrade classroom technology to support modern teaching methods.

2.3.7. Establish formal mechanisms for student engagement in decision-making processes.

2.3.8. Form Centralized-Standing-Grievance-Committee for Faculty, Administration and students with representation of the three categories other than the ex-officio members.

2.3.9. Notify the grievance committee with defined terms of reference for each category.

2.3.10. Create a feedback system for all non-academic and support service units.

2.3.11. Faculty annual appraisal system (FAAS) to be approved from competent forum.

2.3.12. The performa for the FAAS to be designed and approved.

STANDARD 3: INSTITUTIONAL RESOURCES AND PLANNING

3.1 COMMENDATIONS

The university is having good infrastructural facilities. The university has appropriate resources, and the institution demonstrates effective utilization and development of these resources. The facilities at hostel, digital library/E-brary and smart classroom are adequate.

3.2 FINDINGS

3.2.1 Academic blocks newly established Is purpose built, however the distribution mechanism requires revisiting to ensure that the available infrastructure efficiently utilised and distributed in the most efficient manner.

3.2.2 Hostel and housing facilities are upgraded new development is well planned. Master plan of the university needs to be aligned with the strategic plan and future requirement of the university

3.2.3 academic classrooms are equipped with multimedia without any computers and digital screens that can enhance the classroom learning and teaching experience. Faculty members are not provided laptops current they are expected to teach while connecting their personal laptops you want the multimedia in the classroom which limits their capabilities and ability teach effectively.

3.2.4 Procurement process and procurement committee are as per the rules, however the procured items utilization report is not prepared. Similarly the resource allocation and resource need assessment reports are not practiced.

3.2.5 Keeping in view the financial position of the universities in the province, alternate revenue sources and self sustainability are on the priority of the provincial government. Alongside the strategic plan well thought and well planned document to generate alternative revenue from other sources are essential for the sustainability of universities.

3.2.6 The technological infrastructure of Hazara university is limited and it needs upgradation to ensure seamless connectivity availability of reliable Internet backup and storage and classroom upgradation.

3.2.7 The electricity issue has been observed during the visit and some of the backup generators what also found out of order.

3.2.8 Industry academia linkages essential and most important for the university. Around 90 MOUs are signed power this is a no use what note operational or 4 X5 means to be reactivated and utilised 4 linkages with the local industry.

3.2.9 Services for the community comprising of corporate and local training programme, micro credentials and aluminium engagement very limited.

3.2.10 The library comprises of 76,000 books, however huge amount of books outdated editions and it was also found that the last purchases in the library in 2020 to 23 the library was not asked for budget demand in the current fiscal year. Most of the old books are still in the record which needs to be phased out and replaced by new books in the current budget 1.2 million is allocated for the library and purchase of books.

3.3 RECOMMENDATIONS

3.3.1. Review and optimize space allocation in academic and administrative areas.

3.3.2. Upgrade classroom technology to include multimedia systems and digital screens.

3.3.3. Provide institutional laptops to faculty members.

3.3.4. Prepare annual-resource-utilization reports (ARUR).

3.3.5. Conduct annual needs assessment for resources.

3.3.6. Develop a formal alternate revenue generation plan.

3.3.7. Upgrade IT infrastructure to ensure reliable connectivity and backup systems.

3.3.8. Modernize library holdings by replacing outdated books.

3.3.9. Allocate an annual budget for the purchase of updated library materials.

3.3.10. Strengthen industry linkages through active engagement and partnership programs.
3.3.11. Facilitate QEC and ORIC in establishing database (based on modules at CMS) and reporting as required.
3.3.12. Lab assessment for the lab operational staff is proposed for fulfillment of the requirements.

STANDARD 4: AUDIT AND FINANCE

4.1 COMMENDATIONS

The university has good financial overall. University is dependent on own sources and revenue is generated from many sources and activities. University has well defined procedures for finance and other related activities. Formal alternate revenue generation plan is required.

4.2 FINDINGS

4.2.1 Finance and account department is performing and preparing the budget as well as financial forecast as required.
4.2.2 HEC requires at least 10% of the students with financial support including fee exemption and scholarships on a need basis, however, in HU the percentage is around 3%.

4.3 RECOMMENDATIONS

4.3.1 Expand financial aid programs to meet or exceed HEC’s 10% benchmark.

STANDARD 5: AFFILIATED COLLEGES/INSTITUTIONS

5.1 COMMENDATIONS

The Academic section look after the affairs of the Affiliated Colleges (Acs). University has approved colleges affiliation statutes. The faculty members and students from affiliated colleges are encouraged to participate in the seminars, workshops and conferences organized by the university. There is also Quality Enhancement Cell for Affiliated Colleges (QECAC) functioning effectively however the project completed and formal approval for permanent QECAC does not exist.

5.2 FINDINGS

5.2.1 27 colleges are affiliated with hazara university the HEC affiliation policy is adopted.
5.2.2 Inspection committee and inspection procedures annual review are also taking place at regular interval guidelines are provided colleges for quality improvement.
5.2.3 QC chapter for affiliated colleges is established in hazara university.
5.2.4 The representation to affiliated colleges in statutory bodies are not provided.
5.2.5 Exams are conducted as per the HEC guidelines.
5.2.6 Affiliation office is mixed with Academic Section, which has not focused on data collection and keeping watch on other activities (e.g. regular BOG meetings etc) due to heavy work load of the academic activities of the university, therefore a separately dedicated Affiliation Office or Section is required in the university.
5.2.7 During observation on transparency, the documentation show that several cases for demand of information related to governance and management are kept pended and not replied/data not provided and more worrisome that the Khyber Pakhtunkhwa Right to Information Act is being complied in this regard.

5.3 RECOMMENDATIONS

5.3.1. Establish a dedicated affiliation office within the university (i.e. separate from Academic Section) under the Registrar of the University.
5.3.2. Structure, organization and term of references of the above mentioned Affiliation Office to be approved formally from relevant competent forum.
5.3.3. Separate the affiliation function from academic operations.
5.3.4. Provide representation to affiliated colleges in statutory bodies.
5.3.5. Ensure full compliance with the RTI Act by responding to all information requests in a timely manner in regard to affiliation/affiliated colleges issues.

STANDARD 6: INTERNATIONALIZATION OF HIGHER EDUCATION AND GLOBAL ENGAGEMENT

6.1 COMMENDATIONS

The university is promoting the integration of curriculum that should incorporate global issues, cross-cultural competence, and international standards to prepare students for diverse challenges and international contexts. University has signed MoUs with national organizations to boost academic and industry linkages. The University is constantly engaged in adopting digital technologies for virtual classrooms, online courses, and global e-learning aspects to enhance global collaboration, making education accessible and engaging despite geographical limitations.

6.2 FINDINGS

6.2.1 International collaboration with the donor agencies and funding agencies hey well utilised institutional collaboration I'm agreements with similar universities at international level is weak. There is no dedicated office to collaborate and coordinate with the international partners with rest to student and faculty exchange programmes, staff and statutory position experience exchange program, joint and collaborative research, involvement of the international partners in academic improvement, and improvement in governance and quality assurance mechanism.

6.2.2 The quality enhancement cell s not being provided opportunities for international exposure and learning from the international best practices through physical or virtual participation in international QA networks, seminar, workshop, trainings.

6.2.3 HU is established for more than 2 decades. During this time sufficient efforts could have been initiated for international accreditation for example ABET, AACSB etc. At present there is no evidence of such accreditation being in process.

6.2.4 Student, faculty and staff exchange mechanism hey not developed due to wedge limited guidelines are available and no guidance with respect to encouraging students and faculty in academic mobility is evident. Due to wedge there is limited opportunities being exploited and no formal training or means of communication are available.

6.2.5 Hazara university participation in the ranking is encouraging at present staff from quality enhancement cell hey working on Sri international rankings. The staff training on international rankings is limited which limits the capabilities of the concerned staff.

6.3 RECOMMENDATIONS

6.3.1. Establish an international office or designate to any relevant section to manage global partnerships, student/faculty/staff exchange and collaboration.

6.3.2. Initiate processes for international accreditations such as ABET and AACSB.

6.3.3. Develop formal faculty and student exchange policies.

6.3.4. Provide QEC staff with training and exposure on international quality assurance practices.

6.3.5. Expand participation in international rankings. Training and visits of the concerned staff to the universities performing exceptionally well on the rankings.

STANDARD 7: FACULTY RECRUITMENT, DEVELOPMENT AND SUPPORT SERVICES

7.1 COMMENDATIONS

There are well qualified PhD faculty members at university. The faculty is motivated to excel in the university. The faculty appointment/hiring process is comprehensively defined in the university statutes which is followed in true spirit. There is regular mechanism of faculty teaching/course evaluation that is carried out at the department level. However, the overall Annual Appraisal system does not exits in the university to judge the performance of teachers. A total of 60% of the faculty members holds PhD degree. The university provides opportunities and encourages/facilitate faculty members to participate in professional trainings/workshops for their professional development that are organized at National/International level.

7.2 FINDINGS

7.2.1 Faculty appointment according to the statutory provisions pand it is well documented.

7.2.2 For the newly hired faculty and staff there is a lack of orientation mechanism an orientation policy. It is very important for the universities to provide orientation that ensures all faculty members have mandatory advance knowledge of the university governance structure, about the act, statutes, rules and regulations, and communication as well as pedagogical skills.

7.2.3 Faculty development policy non existing due to wage institutional mechanism to provide necessary facilities and support to the faculty for career development training and capacity building is limited.

7.2.4 Faculty engagement with the industry his limited, a handful number of faculty out of 390 faculty hey having any or connection with the industry which effects the capability of faculty 2 provide contemporary and industrial driven knowledge and skills students.

7.2.5 Merely any faculty is having active research project. The performance over the past 5 years with reference to research project awarded by any donor agency is very limited. For example, in 2018 only one project was awarded. In 2021, 3 projects were awarded while in 2022, 12 projects were awarded. 2023-24 only 4 projects were awarded while in 2025 only one project has been awarded. Numbers in comparison to 390 faculty is not encouraging. Similar pattern is evident in conferences, workshops, trainings, community engagement and related activities.

7.2.6 Visiting faculty load is high while the regular faculty was underload as per the record of the course surveys and CMS.

7.3 RECOMMENDATIONS

7.3.1 Develop and implement an orientation policy for new faculty and staff.

7.3.2 Establish a comprehensive faculty development policy.

7.3.3 Increase faculty engagement with industry.

7.3.4 Encourage faculty participation in research projects.

7.3.5 One publication as first author to be made mandatory for annual increment.

7.3.6 Review faculty workload distribution to balance teaching between regular and visiting faculty.

7.3.7 Introduce annual appraisal scheme of teachers in the university.

STANDARD 8: ACADEMIC PROGRAMMES AND CURRICULA

8.1 COMMENDATIONS

The departments through departmental committees design the academic programs offered by university. Courses are designed in the light of HEC approved curricula and sent for approval of programs to academic council. The final approval of the program is granted by Syndicate. Curricula are not revised for long. Master copies of curricula and approved schemes of studies are not available in relevant offices i.e. Academic Section and Directorate A&R.

8.2 FINDINGS

8.2.1 Hazara university has well established academic rules and regulations. These rules and regulations are reviewed and improved regularly.

8.2.2 The curriculum is approved from all statutory bodies and revised as per the NCRC guidelines. However, involvement of relevant industry and other stakeholders is very limited.

8.2.3 Research & publication policy related to Advance/Graduate studies and its publishing alongwith the graduate scholars ethics and supervisory ethics does not exits and COPE committee is not notified.

8.2.4 Inclusion of the input from faculty (course review) and students (course review) are not taken into consideration during preparation for the review and revision of the curriculum. Both surveys are conducted by QEC and accessible to the departments.

8.2.5 Skill assessment e.g. critical thinking, creativity, collaboration, communication, etc. are assessed as a part of curriculum. However, these assessments may require other mechanism to track progress of the individual students. These skillsets are essential demand of the industry which may not be reviewed in the traditional grading system.

8.2.6 Curriculum approved by the statutory bodies has not been recorded in the academic section and neither available in the Directorate of academic & Research. Master files of all approved curriculum for correspondence and proper record keeping in the registrar office (relevant section) are required in sequence yearwise or approval date-wise.

8.2.7 Mission, PLOs and PEOs are reported in SAR (PREE), however, attainment of the PLOs and PEOs is not reported. For example, graduating survey, alumni survey, and employer surveys are fundamental to review PEOs' attainment progress.

8.2.8 New programs i.e. BS Statistics with Data Science and BS Mathematics with Finance has a nomenclature not aligned with NQF and deviation from the degree nomenclature guideline of HEC.

8.2.9 BS-Forestry has been commenced/offered under the department of Botany, for which prior commencement the accreditation with the relevant Council (NAEAC) is required.

Further, the main Main-field of Forestry is “Agriculture, forestry, Fisheries and veterinary” and does not fall under relevance of the Botany which is itself narrow field of Biological Sciences. Hence the relevancy of teachers & program are required to be done by the University relevancy/feasibility committee in formal manner.

8.3 RECOMMENDATIONS

8.3.1 Involve industry stakeholders in curriculum development.
8.3.2 Incorporate faculty and student feedback in curriculum revisions.
8.3.3 Develop mechanisms for tracking skill attainment.
8.3.4 Maintain a centralized master file of approved curricula in the academic section.
8.3.5 Scan copies to the Master copies to be kept on HU-web/CMS.
8.3.6 Conduct surveys to measure PLO and PEO attainment.
8.3.7 Align program nomenclature with HEC guidelines.
8.3.8 Seek required accreditations for all existing programs and seek it for new programs before commencement.
8.3.9 75% attendance is mandatory requirement of HEC. The same reflected in uniform semester guidelines is adopted, however, it is not practiced. It is recommended ensure compliance of the HEC policy.
8.3.10 Relative grading system for the class strength above 20 students may be considered as per the HEC guidelines.

STANDARD 9: ADMISSION, PROGRESSION, ASSESSMENT AND CERTIFICATION

9.1 COMMENDATIONS

The university has well-defined and approved policies for admission of students in different academic programs. The university has a well-established Admission and Student Affairs office responsible for contacting prospective students individually through various means, i.e messaging and use of social media. There is also a good mechanism for the award and disbursement of scholarships and financial aid for students through different donor agencies.

9.2 FINDINGS

9.2.1 Admission mechanism is standardized and compatible with the institutional mission and objectives. The system is transparent and reliable.
9.2.2 Admission strategy/policy is not devised. Similarly, the marketing strategy is not explicitly drafted in accordance with the university’s strategic plan.

9.2.3 The course drop (withdrawal) ratio in fall-2024 and spring 2025 is high. 1047 students dropped students as per the provided list from CMS. The number is quite high and requires further investigation.

9.2.4 Retention rate in some departments e.g. Conservation studies, Education, Tourism & Hospitality, Pharmacy (no data), Zoology, and Physics is in the double digits (more than 10%). Fact finding committee under the Deanship to probe the matter after discussion with the dropped students.

9.2.5 Pharmacy program/department record is not available/updated on CMS related to all matters.

9.3 RECOMMENDATIONS

9.3.1 Develop a formal admission strategy.

9.3.2 Prepare a marketing plan aligned with the strategic plan.

9.3.3 Investigate high course drop rates.

9.3.4 Identify and address causes of low retention in specific departments.

9.3.5 Pharmacy department/program formal data to be kept on CMS.

STANDARD 10: STUDENT SUPPORT SERVICES

10.1 COMMENDATIONS

The university has formulated student-related policies viz. admission policy, student guidelines etc., through statutory process. These policies are being reviewed and are also being updated frequently. The University has an active web portal for online admission and admissions via online system has been processed successfully. There is Provision of curricular and co-curricular facilities/resources (libraries, computer labs, recreation, hostel, mess and sports facilities etc.), invitations to events, and participation in activities to all the students irrespective of the program/area of study and without any discrimination. The policy of awarding scholarships is available and implemented by the Finance office in coordination with departments. Financial aid programs, scholarships and grants do exist. Feedback from course evaluation, teacher evaluation is conducted by the respective departments with the facilitation from the QE directorate.

10.2 FINDINGS

10.2.1. Student is the major stakeholder as per the PSG-2023. Engagement of students in committees at departmental level and university level is recommended under PSG. At present, student involvement is limited.

10.2.2. SCALE is not notified.

10.2.3. Student support services review and progress review is not conducted. Periodic review and decision making process helps in improving support services.

10.2.4. Formal mechanism to solicit and take account of student and other stakeholder feedback is missing.
10.2.5. Hazara university has thousands of graduated students. The alumni engagement including alumni association is weak. Hazara University has very limited record of graduated students and weak bonding with the alumni. Extensive involvement and engagement with alumni is highly beneficial for the university and students.
10.2.6. Record of the employers of the alumni is not provided.

10.3 RECOMMENDATIONS

10.3.1 Increase student representation in committees.
10.3.2 Notify and operationalize SCALE.
10.3.3 Conduct periodic reviews of student support services.
10.3.4 Establish formal feedback mechanisms for students.
10.3.5 Create and maintain an alumni database and prepare action plan for alumni engagement.
10.3.6 Internship arrangements has become a major challenge for the universities. CCPC has limited capacity to facilitate student placement. The role of ORIC linkages office and faculty advisors is important in ensuring internship placement. A framework may be devised for smooth functioning.
10.3.7 Classroom audits by Deans is suggested on on-going basis to provide timely feedback to the faculty.
10.3.8 The Deans and HoDs may conduct random classroom visits to ensure conducive learning environment.

STANDARD 11: IMPACTFUL TEACHING AND LEARNING AND COMMUNITY ENGAGEMENT

11.1 COMMENDATIONS

The university has well-managed and well-maintained teaching facilities such as classrooms, libraries (including centralized digital library), laboratories, grounds, material, technology etc. The university is fully equipped with cost-effective resources but also to be quality controlled and well-maintained departments. Self-assessment report of academic programs is available and regularly monitored. Multiple Scholarships are available and processed through a centralized financial aid office.

11.2 FINDINGS

11.2.1. Enabling environment to support teaching with technology is essential for learning using modern teaching pedagogies. However, the classrooms are not equipped with the digital tools for teaching.
11.2.2. Hazara University has only one smart classroom.
11.2.3. Old books in the library. No recent purchases being made in the last three years.
11.2.4. Efforts are being made to educate students about SDGs and the university is also participating in the impact ranking.

11.3 RECOMMENDATIONS

11.3.1. Increase the number of smart classrooms.
11.3.2. Upgrade digital teaching tools in the existing classroom.
11.3.3. Increase access to modern learning resources.
11.3.4. Prepare action plan to shift towards paperless environment as compliance with the sustainability practices.
11.3.5. Training need assessment of the administrative staff and officers is recommended for onward capacity building.
11.3.6. Increase the number of smart classrooms.

STANDARD 12: RESEARCH, INNOVATION, ENTREPRENEURSHIP AND INDUSTRIAL LINKAGE

12.1 COMMENDATIONS

The university has established the Office of Research, Innovation, and Commercialization (ORIC) which effectively facilitates faculties' as well as students in research contributions. The office assesses the faculty's engagement in continuing education activities, such as attending conferences, workshops, and pursuing additional certifications. Encourage lifelong learning and professional growth to stay abreast of emerging trends and technologies in all disciplines. It also recognizes the faculty's involvement in community outreach programs, volunteer initiatives, and public awareness campaigns. Highlight their contributions to addressing disparities, promoting education, and improving access to services in underserved areas.

12.2 FINDINGS

12.2.1. ORIC is not yet registered with HEC. Moreover, the BIC registration is also pending.

12.2.2. ORIC has not prepared policy on research, innovation, and entrepreneurship.
12.2.3. Intellectual property rights policy is in draft stage.
12.2.4. Research ethics policy is not approved.
12.2.5. Research integrity policy is not approved.
12.2.6. Spinoff policy for staff and faculty is not prepared.
12.2.7. Industrial linkages record is incomplete and communication with the departments is limited. The activities organized and conducted by the departments with the industry are not shared with ORIC office. Mechanism for centralized database is not defined.
12.2.8. ASRB is actively performing the tasks as per requirements.
12.2.9. Training for the research students and research related workshops are limited.
12.2.10. Training on patent filing is not conducted.
12.2.11. Support from ORIC for the faculty to write winning research proposals for the award of projects from the donor agencies and industry are not evident.

12.3 RECOMMENDATIONS

12.3.1. Register ORIC and BIC with HEC.
12.3.2. Approve and implement research, innovation, and entrepreneurship policies.
12.3.3. Finalize Instiutional research ethics, and research integrity policies.
12.3.4. Develop a spinoff policy for staff and faculty.
12.3.5. Establish a centralized database for industry linkages.
12.3.6. Provide training in research proposal writing.
12.3.7. Conduct workshops on patent filing.
12.3.8. Increase institutional funding and external funding opportunities for faculty-led research projects.
12.3.9. Establish a grant-matching program to encourage external funding applications.
12.3.10. Create annual targets for peer-reviewed research publications.
12.3.11. Partner with industry to co-develop research projects addressing market needs.
12.3.12. Maintain a publicly accessible database of completed and ongoing research projects.
12.3.13. Organize research collaboration forums to connect faculty with industry partners.
12.3.14. Provide dedicated administrative support for grant and project management under ORIC.
12.3.15. ORIC in collaboration with the departments may devise plan for commercialization of the assets e.g. labs and infrastructure.
12.3.16. Research grants and funding for the student to conduct research may be devised in consultation with the departments under R&D fund.

STANDARD 13: FAIRNESS AND INTEGRITY

13.1 COMMENDATIONS

The university ensures ethical values when dealing with stakeholders through direct communication and approved fair, and transparent procedures. The university has established faculty/student grievance committee, has adopted the HEC's Plagiarism policy, is duly in place and has also implemented the HEC's approved software "Turnitin" for checking similarity index of faculty and students works. Departmental level constituted Grievance committees addresses grievances of students. Research Culture in the university is prevailing in the university. The university embeds a clear policy of equality and diversity covering recruitment, admission, retention, promotion, and disciplinary processes for students.

13.2 FINDINGS

13.2.1. Complaint mechanisms and TORs are not available on the website. Similarly, the notification of grievance redressal of students, faculty, and staff is not available.
13.2.2. RTI and citizen portal complaints are not addressed timely.

13.3 RECOMMENDATIONS

13.3.1. Publish grievance committee details and TORs online.
13.3.2. Grievance redressal time period of 07 working days as per government policy to be fully complied.
13.3.3. Improve response times for RTI and citizen portal complaints.
13.3.4. KPIC response time to be fully complied.

STANDARD 14: PUBLIC INFORMATION AND TRANSPARENCY

14.1 COMMENDATIONS

The university Act/ statutes/ rules/ regulations along with approved policies and SOPs are available on website. The university website informs the public about its mission, objectives, admission merit list and examination results and expected learning outcome, requirements and procedures and policies related to admission and transfer to credit, student fees, charges and refund policies. A brief introduction/profiles with contact details of Faculty of various programs offering in institute/college/school/department is provided on website for student facilitation. Ample information regarding curricula, fee structure and relevant details are provided for all programs

14.2 FINDINGS

14.2.1. Contact details of the members of statutory bodies is not uploaded on the website.
14.2.2. Policy and mechanism to review and evaluate public information for accuracy is missing.
14.2.3. Fairness and integrity policy is not developed.
14.2.4. Review of the complaints in an academic year, and the quality of the decisions along with the list of pending complaints/appeals of the students, faculty, and administration is missing.

14.3 RECOMMENDATIONS

14.3.1. Publish contact details of statutory body members on the website.
14.3.2. Develop a mechanism for reviewing public information.
14.3.3. Create a fairness and integrity policy.
14.3.4. Document and review complaint resolution processes.

STANDARD 15: INSTITUTIONAL EFFECTIVENESS, QUALITY ASSURANCE AND ENHANCEMENT

15.1 COMMENDATIONS

The management of the University knows importance of Quality Enhancement and seems determined for improving quality of education in the institution. The Hazara University hase established Directorate of Quality Enhancement which is working in the right direction for developing policies and procedures to improve the quality of education. THE HU QA policy-2024 is approved by Syndicate and is implemented. The various international rankings for assessment year reflects the efforts of the university in maintaining and improving its quality.

15.2 FINDINGS

15.2.1 Compliance and actions taken on the recommendations of PREE, GPR, and RIPE is very weak. No action or delay in actions affects the university’s progression and hindering the CQI process.
15.2.2 Analysis and progress reports of the relevant qualitative and quantitative information for the effective management and continuous improvement is limited due to lack of periodic progress review.
15.2.3 QEC staff has limited exposure and linkages with international universities and bodies. The lack of such exposure limits the overall standardization and adaptation of latest tends.
15.2.4 IQC has been established and operational as per PSG guidelines.

15.2.5 The format for RIPE report is very extensive and comprehensive. However, the focus is diverging from the essence of RIPE/PSG. The focus is expected to remain on the EOIs, identification of existing practices, future plans, and best practices. Similar standards and EOI based evaluation will be performed by HEC team, therefore, the effort is expected to be on responding to EOIs specific to the RIPE document.

15.3 RECOMMENDATIONS

15.3.1 Implement timely actions on review recommendations.

15.3.2 Conduct regular progress reviews.

15.3.3 Facilitate international exposure for QEC staff is required to participate in international QA conferences/meetings of organizations like INQAAHE/APQN etc.

15.3.4 Align IPER document as per PSG EOIs requirement/matchable.

STANDARD 16: CQI AND CYCLICAL EXTERNAL QUALITY ASSURANCE

16.1 COMMENDATIONS

University has set highest standards of quality in its core mission of academic teaching, learning and research, through a process of Quality Assurance and continuous Quality Improvement and enhancement. The directorate of QE is operational with the support of top leadership to strengthen institutional quality culture and generate recommendations against given quality indicators. The IQC is established whose meetings are held on STEP cycle base to align with the CQI scheme of the university.

16.2 FINDINGS

16.2.1 IQA policy is developed and published.

16.2.2 CQI is relatively new requirement of PSG-2023. Being an integral part of the continuous improvement, it requires universities to develop CQI policy, framework, and implementation across the board. Alignment of CQI with the university vision, mission, goals, and objectives will help in continuous improvement. At present, the CQI policy is not developed.

16.2.3 The surveys, feedback, and engagement with the stakeholders will provide information to the management for informed and timely decision making.

16.3 RECOMMENDATIONS

16.3.1. Develop and implement a CQI policy.
16.3.2. Align CQI framework with institutional mission and goals.
16.3.3. Increase stakeholder engagement in continuous improvement processes.
16.3.4. Policies, frameworks, progress reports, analytical reports, and other evidences required under the revised RIPE were reviewed. The missing evidence list is attached for the management to review and devise action plan as per the need and requirement of the university.

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