



HIGHER EDUCATION COMMISSION

H-9, Islamabad (Pakistan), Phone: (051) 90402700 Fax: (051) 90402702

NASIR SHAH

Director General (QAA/QAD)

Ref No. 44-3/HU/QAA(IPE)/HEC/2022/2624

November 28, 2022

Subject: Report of Institutional Performance Evaluation (IPE) of Hazara University, Mansehra

Respected Dr. Jamil Ahmad, السلام عليكم ورحمة الله وبركاته

Reference is made to the IPE review visit of your university on 25 to 27, October 2022. The performance of an HEI is evaluated through a peer review process from all aspects i.e., quality of Teaching & Learning, research, effectiveness of leadership and governance. The objective is to promote good governance and improve the quality of education and research in higher education institutions (HEIs). These IPE standards have been developed in line with the best practices adopted by international quality assurance bodies and universities across the world.

02. The primary goal of Institutional Review is to enable institutions to collaboratively reflect on the university's roles and activities considering the eleven IPE standards, with the goal of making potential improvements to the present system.

03. Forgoing in view, I am pleased to share the IPE report of your university along with Compliance Implementation Plan Template (CIPT-Sample) and Expectation & Outcome Indicators (EOI) for compliance in terms that:

- i. The University/DAI should constitute a Compliance Implementation Plan Committee (CIPC), preferably comprising of Deans/equivalent members, including Director QEC. The Committee shall be chaired by the VC/Rector.
- ii. A list of Expectation & Outcome Indicators (EOI) is given under each standard which may be used as ToR for the committee to guide through compliance and improvement.
- iii. The Committee should prepare CIP in coordination with the respective offices, with timelines against the recommendations/observations of the report. The CIP shall be placed before the highest competent forum of the University/Institute viz. Senate/Syndicate/BOG (as applicable) for endorsement.
- iv. The approved CIP and notification of the above-mentioned committee should also be placed on the official website of the University and its web link should be shared with QAA HEC at the earliest possible convenience.

04. We anticipate that, under your leadership, the University will execute these recommendations in a manner that ensures the internalization of a quality culture and, as a result, allows the institution to produce graduates with the necessary skills to contribute meaningfully to society's elevation.

The Vice Chancellor

Hazara University, Mansehra

(Nasir Shah)

Copy for information to:

- Executive Secretary to Chairman, HEC, Islamabad
- Executive Secretary to Executive Director, HEC, Islamabad
- Director QEC, Hazara University, Mansehra
- Registrar, Hazara University, Mansehra
- Office copy

Compliance Implementation Plan Template (CIPT) for IPE

Name of Institution:

Composition of CIP Committee:

S#	Recommendations of IPE Report	Actions/tasks Proposed by the CIP Committee	Timeline to accomplish actions/tasks	Focal Person

*Pls add pages as per given format

Submitted by the Convener/Secretary of CIP Committee

Date of submission

Approved by the Vice Chancellor



Expectation & Outcome Indicators (EOI)

Expectation & Outcome Indicators (EOIs) against IPE Standards:

QAA extends maximum effort to make the entire IPE activities follow the true spirit of the Peer Review process. Accordingly, a robust Review Panel is constituted consisting of senior academicians and professionals to make the site visit of the university. The Review Panel after the 3 days visit – which included Documentation Review, Interaction session with all the stakeholders i.e. faculty, students, administration, and Site/infrastructure visit- prepares the final Draft of the IPE Report. The Draft Report contains best practices (if any), Findings, and comprehensive recommendations, against the 11 standards, to bring improvement in the HEI.

Thus the entire IPE process culminates into the IPE Report and the implementation of this Report, in the true spirit, is expected to take the HEI forward towards creating the following impact as the **Ultimate Outcome** of the entire process.

- ✓ Sensitize HEIs to take initiatives to meet the needs of society, engender public confidence, and sustain the trust of the public at large.
- ✓ Sensitize HEIs to take initiatives with an institutional mechanism to design the research activities and teaching principles in such a way that students and teachers can contribute in addressing the pressing local and global issues & challenges.

Although the IPE Review processes are performed, by the Peer Reviewers, with due diligence and professional care against the 11 IPE standards. These standards usually require obtaining reasonable assurance about the documentary evidence, provided by the HEI, being free of any misstatement. Nonetheless, despite putting in utmost efforts by the Review Panel, to verify documents/information provided, it is somehow near to impossible to review the entire activities of the HEI mainly due to inherent limitations of the peer-review process and the limited availability of time for an exhaustive review.

Therefore, to achieve the **aforesaid Ultimate Outcome**, the university **Statutory Forums/Authorities** - including Syndicate/Academic Council, **Vice-Chancellor, Registrar**, Deans, HODs, etc.- having primary responsibility of **improving quality**, must go beyond external review and utilize the IPE Report as a context and pretext to meet following expectation/KPIs against each Standard. For this purpose the University may treat the following elements as TOR for the **Compliance Implementation Plan Committee (CIPC)** so that these Expectation & Outcome Indicators (EOI) together with the recommendations of the IPE report could bring the desired level of Quality for making a meaningful contribution towards the **Ultimate Outcome**:

1. Mission Statement and Goals:

a. Expectation & Outcome Indicators (EOIs):

- i. The institutions' mission and goals should be consistent with its charter
- ii. It should serve as the foundation for all the activities
- iii. It should provide directions for future plans of the HEI so that a relevant, effective and coherent ecosystem for excellence could be developed.





2. Planning & Evaluation:

a. Expectation & Outcome Indicators (EOIs):

- i. The institution should have a strong mechanism to plan, develop and review the available **A). Infrastructure, B). Financial and C). Academic or D). Resources for Extracurricular activities** to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.

3. Organization and Governance:

- i. The system of Organization & Governance in the university should be responsive to the present and future needs of the organization.
- ii. The system should be consistent with the power and functions and other requirements given in the Charter.
- iii. The system should exercise prudence in policy development and decision-making processes in the best interests of all the stakeholders in general and that of students in particular.
- iv. The system should have elements of good governance such as rule of law, accountability, effectiveness & efficiency, transparency, equity, and inclusion.

4. Integrity:

- i. The institution must have a mechanism in place that promotes essential elements of **Integrity** in each actor within the organization and in their interaction as well as that of the dominating norms, activities, decision-making procedures. The essential elements of Integrity are Honesty, respect, generating trust, pride, responsibility, keeping promises, creating an environment of support within the organization and beyond.

5. Faculty (Faculty Quality, Capacity Building & Support Services):

- i. The institution should ensure to recruit, retain and develop a body of faculty that could serve the institutional purpose of providing:
 - a. A quality learning opportunity for the students and
 - b. To promote research that serves the community and the country.
- ii. The institution should provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty.
- iii. The university should have an institutional mechanism to provide necessary facilities and support to the faculty for career development and retention of quality faculty.

6. Students:

- i. The Institution pursues to admit students whose academic interests, educational goals, potentials, and abilities are compatible with its mission.
- ii. The university should have an institutional mechanism to enroll, retain and develop a body of students against a set procedure and provide them with a quality learning opportunity that could produce highly skilled and responsible global citizens.





7. Institutional Resources:

- i. The institution should have a strong mechanism to plan, develop and review the available infrastructure, financial and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.
- ii. The University should collaborate with other partner research and teaching organizations for effective utilization of its resources.

8. Academic Programs and Curricula:

- i. The academic programs and curricula should have elements that support students to learn and excel in the subject skills that could make the qualification at par with that of similar international qualifications.
- ii. It should also inculcate universal academic skills such as Critical thinking, Creativity, Collaboration, Communication, and Commitment.
- iii. The university should have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the program and generate a program-wise report for continuous improvement.
- iv. The university should automate the mechanism of collecting, reviewing, and analyzing periodic data to track the achievements of the graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence.

9. Public Disclosures & Transparency:

- i. The Institution should ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty have access to not only decisions made but also to the processes & procedures of decision making.
- ii. It should have necessary policies in place to instill the element of integrity and fairness in its institutional system of teaching, learning, assessment, research, and publications.
- iii. Should also ensure availability of fair and transparent procedures for handling issues, complaints, and appeals which are accessible to all; students, faculty, and administration.

10. Assessment & Quality Assurance (Institutional Effectiveness, Assessment & Evaluation):

- i. The institution should have mechanisms in place to ensure continuous institutional improvement through its rules & regulations and activities related to faculty teaching, student learning, educational programs, and administrative and educational support services, with an Ultimate Outcome of providing students, a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards.
- ii. The university should have a well-defined quality policy that could have a mechanism of continuous quality improvement such as elements of the plan, do, check, and act in all the decision-making processes.





11. Student Support Services (Students Learning Opportunities & Support Services):

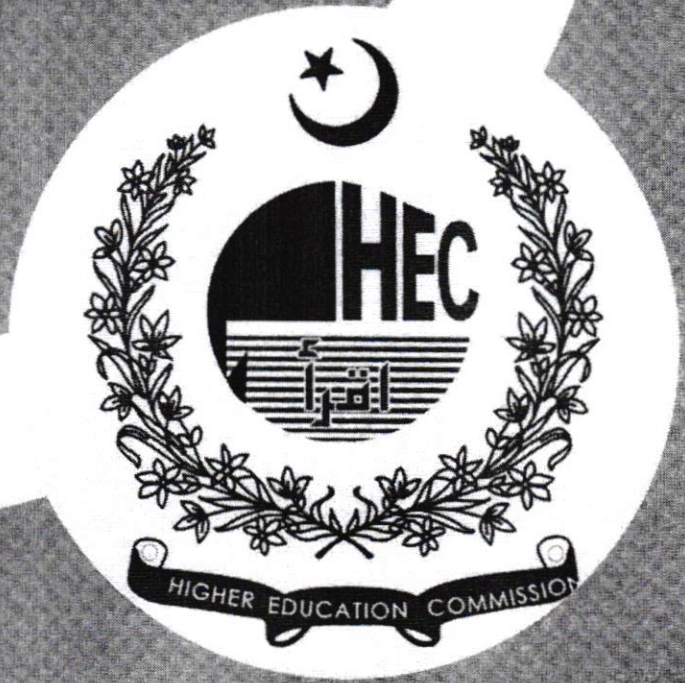
- i. The university should have an institutional mechanism to include the voice of the students in the decision-making processes.
- ii. The university should have a mechanism for developmental and remedial learning opportunities particularly in the areas that are critically relevant to their future success.
- iii. The university should have an institutional mechanism and defined forums to resolve students' grievances.
- iv. There has to be a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all the students.
- v. The university must provide necessary basic quality services such as availability of spacious, neat, and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places.



YEAR 2022-23

IPE REPORT

QUALITY ASSURANCE AGENCY (QAA)



Higher Education Commission (HEC), Pakistan

<https://www.hec.gov.pk>

HIGHER EDUCATION COMMISSION PAKISTAN
INSTITUTIONAL PERFORMANCE EVALUATION



Hazara University, Mansehra

IPE Report

25-27th October 2022

**Quality Assurance Agency (HEC),
Islamabad**



EXECUTIVE SUMMARY

Institutional Performance Evaluation was carried out in the Hazara University, Mansehra during 25 to 27 October 2022.

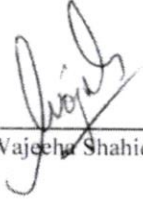
During the visit, a thorough review of documents, interactions with the faculty, staff and students and visit to different departments and infra-structure projects were carried out. Overall governance structure including statutory bodies meeting, QEC Structure and departmental hierarchy were also reviewed. The university is striving hard in maintaining healthy conducive learning environment for the students.

However, room for further improvement always exists. In this particular case, it can be further refined through effective coordination and better liaison with the relevant stakeholders. Internal monitoring and quality assurance mechanism for quality education need to be developed and practiced. Strategic planning in achieving mission of the university through short term and long terms goals and objectives will be effective tool in the development process of the university. Provision of sports facility, faculty career path, student labs and facility of central digital library may be extended and enhanced to the students, research scholars and faculty members.

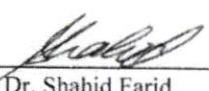
The University is operating through well academic structure that consists of four faculties, 32 Departments and more than 100 academic programmes.

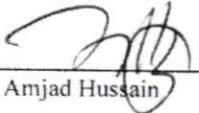
The Hazara University comprises of 335 regular faculty members which include 10 Professors, 35 Associate Professors, 115 Assistant Professors and 175 Lecturers, in addition the University has appointed 54 Teaching Assistants cum Junior Lecturer and four Research Associates. The student body comprises of 11087 students.

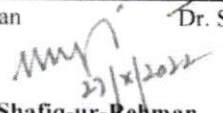
Role of QEC in making this visit a success story is also commendable and continuous support of QEC staff along with uninterrupted access to all the relevant record was made available to the review team.


Dr. Wajeeh Shahid


Dr. Zarnab Jehan


Dr. Shahid Farid


Amjad Hussain


Dr. Shafiq-ur-Rehman





INTRODUCTION

Institutional Performance Evaluation, IPE, is a standard operating procedure of Higher Education Commission, HEC. All universities and degree awarding institutions undergo this evaluation process periodically. The IPE visit of Hazara University, Mansehra was conducted from 25th October 2022 to 27th October, 2022 on the basis of eleven IPE Standards which include Mission Statement and Goals, Planning and Evaluation, Organization and Governance, Integrity, Faculty, Student, Institutional Resources, Academic Programs and Curricula, Public Disclosure & Transparency, Assessment and Quality Assurance and Student Support Services. The Panel comprised of following members:

1. Dr. Shafiq-ur-Rehman (Convener)
Vice-Chancellor
Baluchistan University, Quetta
2. Dr. Wajeeha Shahid, (Member)
Head of Department Education Sciences,
NUML, Islamabad
3. Dr. Zainab Jehan, (Member)
Associate Professor,
Department of Economics,
Fatima Jinnah Women University, Rawalpindi
4. Dr. Shahid Farid, (Member)
Assistant Professor
Punjab University, Lahore.
5. Mr. Amjad Hussain, (Member)
Director P&D,
Khyber Medical University, Peshawar

Prior to the panel visit, the university had prepared University Portfolio Report (UPR) on the guidelines provided by HEC. This also included a series of answers to the questions related to each of the eleven standards. The Panel physically examined the infrastructural facilities, acquainted itself with the institutional resources and held discussions with the faculty members, administrative officials, principals of the affiliated colleges and students during the visit. The well prepared UPR facilitated the job of the Panel to the great extent.

Efforts put in the preparation of the UPR and cooperation extended by all administrative and academic officials, especially the Registrar, Controller of Examination, Director QEC are gratefully

Dr. Wajeeha Shahid Dr. Zainab Jehan Dr. Shahid Farid Amjad Hussain
Dr. Shafiq-ur-Rehman



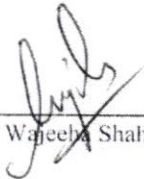


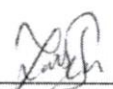
acknowledged. The panel also met with Vice Chancellor and discussed in detail the matters relating to uplift the functioning of university and quality of teaching and research.

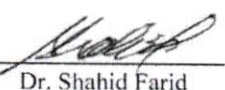
On the first day of the visit, Vice Chancellor welcomed the team and briefed about the history of the university, functions and overall progress of the university along with the infrastructure projects being carried out at the main campus. During presentation, Registrar and Director Quality Enhancement of the university were also present. Afterwards, a thorough desk and documentation review of the UPR along with the annexures were conducted by the team. Assistance was provided by the QEC staff and other relevant officers of the university in an organized and professional manner which was commendable.

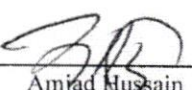
During the second day of visit, the review team gone through different sessions with HODs, Deans, Faculty, Principals of the affiliated colleges, undergraduate and post graduate students and discussed various aspects of their concerned areas. Infrastructure, central library and other facilities like sports, laboratories and IT facilities were also inspected by the team.

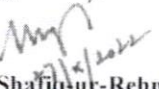
Day three was spent on consolidation of information and finalizing the report. Exit meeting with the vice chancellor along with other key stakeholders of the university was taken place where major observations of the findings were shared.


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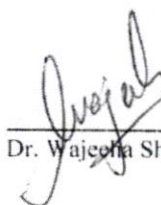


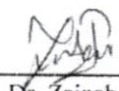


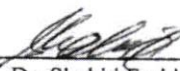
GENERAL OBSERVATIONS

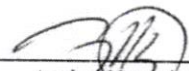
Strength of University:

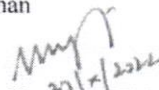
1. The university is being run under the dynamic leadership of the incumbent Vice Chancellor and proactive principal officers.
2. Well define Charter/Act of University.
3. All Statutory bodies are constituted in accordance with relevant provisions of the Act and statutes and meeting of the statutory bodies are conducted as per relevant provisions of the Act and Statutes.
4. Governance system is in place in line with University Act and Statutes.
5. Main Campus of the university is located at Dhodial, Mansehra.
6. University Statutes are approved by the Syndicate and Senate.
7. University has its own buildings for faculty and departments, another campus at Battagram is functioning.
8. Pick and drop facilities are available for students and faculty members.
9. All MS/M.Phil./ PhD programs are approved from HEC through issuance of NOCs.
10. A well designed and developed Campus Management Solution has not only been implemented but has largely brought the solution of the problems of students into paper-free environment.


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Areas of Improvement

Sr. No.	Observations of IPE Team	Suggested Corrective Actions
General		
1	To execute undergraduate and graduate programs required number of faculty do not meet the requirements of the Department(s).	All sanctioned vacant positions should be advertised and filled accordingly. However, if need of more faculty arises then the matter should be placed in F & P meetings.
2	There is a well-defined Scholarship/Financial Assistance Policy available for the students, however, due to lack of information and dissemination the students were found unaware about the policy.	A well-defined Scholarship/Financial Assistance Policy should be disseminated widely and displayed on the website for the information of the students. The record of scholarship awarded should be recorded in a systemic format.
3	Major key administrative positions i.e., Registrar and Treasurer are filled as an additional charge.	Key positions should be filled on full-time basis as per the guidelines of HEC on <i>highest priority</i> .
4	During the visit to the Library, it has been observed that the Library was being administered in haphazard manner without any library system. E.g., cataloguing, indexing etc. The position of Librarian was lying vacant for years.	A regular Librarian needs to be appointed along with a dedicated professional staff. All books need to be systematically shelved embossing proper cataloguing and indexing.
5	During interaction with student, it has been observed that there is no interaction of the students with the Dean.	The Deans along with chairperson should have frequent meetings with the students in order to reduce the communication gaps and bring improvements in overall governance of the university.
6	The Accounting System and Pre-Audit System vis-à-vis of the university were found weak.	Governmental Accounting System (Double Entry Accounting System) be introduced. Audit be done prior to getting final approval from the competent authority in order to avoid any anomaly.
7	Maintenance of the record and documentation was found weak.	A strong system for the maintenance of documentation and proper record-keeping mechanism should be evolved.
Standard 1: Mission Statement and Goals		
8	There is a strategic plan to achieve the general goals/targets.	The Strategic Plan of the University along with well-defined targets and KPIs for at least next 5- 10 years should be made through high level committee constituted (including all stakeholders) by Vice-Chancellor and should be approved from Syndicate/Senate on <i>highest priority</i> to achieve vision and mission of the University.
9	Vision and mission of the University were formulated in 2003 without the involvement of all stakeholders including faculty, students, parents, and the society at large.	Precise and contextualized (achievable) vision & mission statement should be redefined by the involvement of all stakeholders. A committee has already been constituted but there is a need to speed up efforts to revise the vision and mission by taking into confidence all faculty members, students, and society at large.
10	Organogram of the university does exist, but a lot of changes have been made and new offices have been created which need to be identified in the organogram.	An updated and well-defined organogram fully aligned with the provisions charter/action of the university should be defined and approved from the Syndicate and Senate on <i>highest priority</i> , since there have been number of offices created/established which are desired to be shown in the organogram.

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Standard 2: Planning and Evaluation		
11	University strategic plan was available but was deficient in terms of mission and vision and quantifiable KPIs No formal plan for the operation of the university including the following but not limited to: Faculty development plan Future expansion plan Emergency exit plan Life cycle management plan And offering of new programs	A committee may be constituted to develop the university strategic plan comprising the head of the teaching and administrative department with quantifiable KPIs and targets The planning cycle should be followed for monitoring and evaluation, and to update and execution of these plans.
12	Conventional methods are used by the university for the preparation of the budget Plans mentioned above are required to be incorporated in the budget	ToRs need to be developed for incorporation of the plan in the budget for allocation of resources for effective execution these plans.
Standard 3: Organization and Governance		
13	Only one meeting of Senate is being convened every year which is very clear deviation from the University Act. Holding regular meeting of Senate is key requirements which is linked with approval of the annual statement of accounts and annual and revised budget estimates by Senate.	Senate meetings should be conducted at least twice as mentioned in the University Charter/Act.
14	Position of Registrar is considered as key position in any university while this position has been filled on additional charge.	For smooth sailing of the University affairs, it is strongly recommended that the Registrar should be appointed with full time dedicated officer as per provision of the charter/Act of the University on <i>priority basis</i> .
Standard 4: Integrity		
15	Mission statement of the university must reflect this standard which focuses on organizational/ personal values such as honesty, respect, trust, responsibility, and creating an environment of support.	The university may revise its vision and mission statement and display its organizational values keeping in view this standard. It is recommended that all faculties and departments must devise their own vision, mission, and goals aligned with the vision and mission of the university.
16	Grievances Redressal Standing Committee is constituted at University level. Grievance Policy/ToRs/Approvals are missing. Information is not present on university website. Grievance committees for faculty/students and staff are not constituted separately.	Grievance Policy must be formulated. Committees & ToRs to be approved separately for faculty, students, and staff. Dissemination of information regarding the presence of the Grievances Committee/Policy/ToRs needs to be implemented among university faculty/students and affiliated colleges. The information must be explicitly reflected on the university website. A proper record of grievance redressal cases must be maintained and reported to the relevant authorities.
17	System for monitoring ethical standards in research is not described properly. Research ethics approval form is available, research ethics policy has also been developed but notification of formal approvals is not documented.	A comprehensive policy must be notified and implemented at the earliest

Dr. Waqar Shahid

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18	Plagiarism Standing Committee is constituted; however, its functionality is missing. Furthermore, the information related to this committee is not available on the university website.	Plagiarism policy to be implemented in true letter and spirit (aligned with HEC guidelines). Awareness seminars and training sessions should be carried out on regular basis for faculty and administrators who are using this software. Students/faculty at all levels must be given full awareness about the concept of plagiarism, similarity index, and the penalties involved.
19	Approved and documented policy about IP rights is not present in records, however, ORIC has conducted seminars in collaboration with IPO as claimed (without documentary evidence).	Intellectual property rights policy of university is required to be framed as per Government Intellectual Property Rights guidelines. It must be disseminated widely to the stake holders. Frequent seminars must also be held in this regard.
20	The faculty is not involved in decision making process with specific reference to academic matters. Faculty members have reservations and grievances regarding selection and promotion.	Faculty should be taken onboard in all academic decision-making processes.

Standard 5: Faculty

21	Lack of senior faculty, particularly in the Professor and the Associate Professor cadre. There are only 7 professors in the university in more than 38 departments.	All senior faculty positions should be filled in accordance with the prescribed criteria of HEC. This would help in further improving the quality of education and getting more research funding, promoting the research culture in the university.
22	A severe shortage of permanent faculty was observed in few departments, e.g., Bioinformatics, Sociology, Public Administration, and Pakistan Studies, etc. where the university is running multiple programs in these departments. The student-teacher ratio is very high in some of the departments, e.g., 56:1 in Computer Science, 47:1 in Political Science, and 46:1 in Law.	Permanent faculty at all levels should be hired on priority to bring the student-teacher ratio up to the standard.
23	There is no faculty development program in the university to improve the qualification of the faculty member, particularly non-PhD faculty.	The university should devise a faculty development program to improve the qualification of the faculty member, particularly non-PhD faculty.
24	There are no incentives or awards for faculty members on research publications.	The research incentive award policy may be introduced to appreciate and motivate the faculty for more research publications.
25	Faculty members were observed overburdened while taking more than the required workload.	A faculty member should not be overburdened by allocating the courses over and above the required workload which otherwise may hamper the quality of education.

Standard 6: Students

26	There is no proper student handbook. The detailed admission policy and allied facilities were not available in the university prospectus as well as on the university website.	Student handbook should be prepared and disseminated on the university website etc. There is some information related to admission policy is available in the prospectus, however, a proper admission policy along with the curricula of the degree programs, information on students' societies and clubs, and sports-related activities should be incorporated.
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Dr. Waris Shahid

Dr. Zainab Jehan

Dr. Shahid Farid

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27	Student alumni idea is conceived but has not been operationalized following a proper procedure.	The Alumni Body needs to be operationalized following the formal approval of the relevant statutory bodies with complete SOPs.
28	Many issues related to the main library were observed: Books were not properly catalogued Timings during the summer/winter breaks were observed very limited Single common washroom for male and female students No heating arrangements during the winter season The subscribed journal information was missing	It is recommended that: A proper library cataloguing be maintained The library opening hours should follow the normal university opening hours during semester breaks Separate washrooms for male and female students Heating and cooling system be provided, if possible The subscribed journals information should be maintained A proper lightening arrangement for reading in the library The library needs to be properly redesigned and racks/shelves should be in order
29	Policies on protection against sexual harassment; disability, and drug abuse were found missing	Comprehensive HEC policies on protection against sexual harassment; disability, and drug abuse should be presented to the relevant statutory bodies for approval and implementation.
30	A large number of students in a class such as 140+ was observed.	Large class size adversely affects the teaching and grading quality; therefore, it should not exceed the standard class strength, and if necessary, it should be divided into sections.

Standard 7: Institutional Resources

31	Library Resources are not sufficient. The library is not effectively operational/under-utilized. Books are not catalogued. The library timings are not observed especially the closing time. There is no security checks to ensure the security of books and other resources of the library.	The central library facility is available; however, it is poorly maintained in terms of both resources as well as services. There is dire need to improve the library facility on various grounds. The library books as per the need of the department should be increased. Cataloging of books should be done at earliest. Appropriate mechanism for allocation of book(s) must be developed CCTV cameras must be installed in the library to ensure security of library resources A proper mechanism of students' entry and exit needs to be developed. The types of books and journals in the digital library should be as per the requirement of the academic departments for which periodical need assessment must be carried out.
32	The university is well-equipped with IT resources in terms of computer labs. However, the conducive environment in terms of ventilation and appropriate computer chairs for students was provided uncomfortable.	The university should ensure the proper maintenance of the computer labs by providing appropriate facilities/furniture to make the environment conducive.
33	The university has established CMS, however, various concerns regarding service delivery/complete functioning of the system were raised by the stakeholders.	The complaints redressal cell concerning the CMS must be placed to timely address the student's queries. A manual guide on "how to work with CMS" must be provided to end users. Moreover, the affiliated colleges must be given the necessary trainings to handle the CMS in order to avoid delays in the relevant services.

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34	A large number of visiting faculty members/teaching assistants was found.	A proper workload mechanism should be developed in order to minimize the number of visiting faculty members by optimal utilization of teaching assistants.
35	Field Trips and Industry Tours are not part of academic activities	The students should be provided opportunities of field trips and Industry tours for exposure and building linkage of theory and practice
Standard 8: Academic Programs and Curricula		
36	The accreditation record of a few programs was claimed but the information was missing.	Accreditation of degree programs from the relevant bodies should be obtained for current batches and information be made available on the website and in the prospectus.
37	Curricula information was not available online for students	It is recommended to place the curricula of all degree programs on the university website.
38	The process of the employer survey has been initiated but it is yet to be conducted.	Employer surveys should be conducted, and how the information is used for degree program improvement should be mentioned.
39	Student progress review forms are available, but it was not clear how this information was being utilized.	The information should be used to draw different quality indicators improving the quality of education.
Standard 9: Public Disclosure and Transparency		
40	University website is developed but not maintained properly. Required documents such as the academic calendar, events calendar, university calendar, and policies were not uploaded.	University website is considered as the main source of information. It must be updated on regular basis. All the relevant offices/directorates/faculties and departments should upload the latest information/ notifications/ policies/ rules/regulations on their web pages. Right to Information/Communication Strategy may be adopted through the relevant statutory bodies followed by the notification from the concerned offices.
41	Prospectus does not contain complete information about faculty, departments, scholarships, course contents, and student societies.	The prospectus should cover all information regarding faculty, departments, course contents, student societies, and all relevant information related to students, especially the admission, examination, and discipline and conduct rules.
42	Students complained against hidden fee charged on different pretext such as others, departmental development fund (DDF) etc.	Transparency must be maintained and the students should be informed about the different fees charged by the university.
43	The faculty handbook, students' handbook and staff handbook are missing.	Handbooks for faculty, students and staff must be made containing roles / responsibilities / rules / regulations / job descriptions etc. These must be placed on the webpage and handed over to all concerned in hard copies as well.
Standard 10: Assessment & Quality Assurance		
44	Vision and Mission of DQE need revision.	The current vision and mission statements are very generic in nature and do not cover the mandate of DQE. The vision and mission of the DQE should be aligned with the vision and mission of the University.
45	Turnitin facility to affiliated colleges has not been provided.	The university is required to provide the Turnitin accounts to QEC/focal persons to its affiliated colleges.

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46	Accreditation of degree programs – slow process	The council visits are reported. It is suggested to expedite the process of accreditation of departments/programs.
47	Updated Ratification Plan of SARs – missing	The ratification plans of the SARs are not updated.
Standard 11: Student Support Services		
48	No proper approved structure for Financial Aid Office, Student services center, and career counseling and placement center was available.	A proper structure for these centers needs to be approved from relevant statutory bodies for the allocation of financial resources. The structure recommended by HEC for the establishment of university advancement may be adopted
49	The heads of these centers were on an additional charge basis having multiple responsibilities.	Dedicated heads for these centers should be hired for effective service delivery to the stakeholders
50	Space at the students' services center is inadequate.	Proper space for students visiting the center needs to be provided in order to manage the affairs effectively.
51	The centers are located at distance from each other.	A dedicated centralized space should be allotted to the centers for service delivery under one roof. Resulting in quick service delivery to the students/prospectus candidates.

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CONCLUSION

Hazara University, is a general purpose university in Mansehra. The area where university needs improvement are mainly related to faculty appointments and their career path. The panel observed that the students at the university are bright and highly talented however, they seemed a bit unsatisfied with available support facilities i.e. sports, career counseling etc. Various formal well-defined policies and calendars of events / statutory bodies meetings are also needed to be approved and promulgated for implementation. A better coordination and interaction among the university key stakeholders (administration, faculty and students) will further enhance the conducive working and learning environment.

The review panel is confident that under the dynamic leadership of incumbent vice-chancellor the corrective measures suggested by the panel will improve the identified areas of the university and this will eventually make a good repute in the country by promoting inter-cultural harmony and respect for diversity as depicted in the university vision statement.

Note: The IPE review is performed by Peer Reviewers with due diligence and professional care against the 11 IPE standards for institutional review. These standards usually require to obtain reasonable assurance about the documentary evidences being free of any misstatement. The Review Panel exert utmost efforts to verify the documents. However, there may be chances of error /omission due to inherent limitations of the peer review process.

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