

## Report of Internal Review of Institutional Performance and Enhancement (RIPE) 2024-25

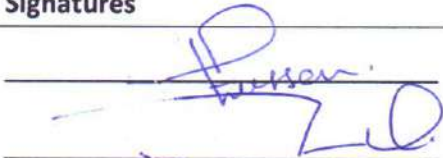



The internal Review of Institutional Performance and Enhancement (RIPE) of Muhammad Nawaz Sharif University of Agriculture (MNSUA) Multan was conducted on October 23-25, 2024, utilising data from the sixteen (16) standards outlined in the Institutional Performance and Enhancement Report (IPER) developed by MNSUA in accordance with QAA-HEC guidelines. The RIPE panel was constituted after approval of the Vice Chancellor MNSUAM and comprised of the following members:

1. Engr. Dr. Sadiq Hussain, Director QEC NFC-IET Multan
2. Prof. Dr. Mubashir Mehdi, Chairperson Agri. Business and Entrepreneurship, MNSUAM
3. Prof. Dr. Tanveer Ul Haq, Chairperson Soil and Environmental Sciences MNSUAM
4. Dr. Saad Saeed, Assistant Director QEC NFC-IET Multan

During the review, the panel examined the RIPE report and supporting documents, infrastructure facilities, institutional resources and other relevant things. The committee, after the meeting, divided the standards of RIPE as per following detail and thoroughly went through and examined all documentary evidence for recording of points for final compilation of RIPE report as per decided schedule.

RIPE Panel Members	Standards of UPR
Engr. Dr. Sadiq Hussain Dr. Saad Saeed	Standards 1, 2, 3, 4, 6
Prof. Dr. Tanveer Ul Haq	Standards 7-11
Prof. Dr. Mubashir Mehdi	Standards 12-16

Following is the detailed RIPE report for further action.

RIPE Panel Members	Signatures
Engr. Dr. Sadiq Hussain	
Dr. Mubashir Mehdi	
Dr. Tanveer ul Haq	
Dr. Saad Saeed	

## Standard 1: Vision, Mission, Goals, and Strategic Planning

### Best Practice(s)

1. Vision, mission, and goals of the university were first conceived in 2016 and approved in the 12<sup>th</sup> meeting of the Syndicate.
2. Vision, mission, and goals were lastly reviewed in 2022 and approved from the Syndicate.
3. Vision statement of the university is well-crafted and embodies professional learning, research, entrepreneurship, and community service.
4. Mission and core goals correlate well with the vision of the university.
5. Long-term strategic planning is done with "15 Year Vision Plan" prepared in 2015.
6. University Business Plan was approved on 21/10/2023.

### Findings

1. Mission statement of all the departments is missing. Each department should have its own mission statement.
2. Vision and mission statement of the university is not properly displayed.
3. Vision statement on the official website was not updated.
4. Involvement of stakeholders in the strategic planning is missing.

### Recommendations

1. All the departments should have their own mission statement.
2. Vision and mission statement of the university should be properly displayed on notice boards and major offices.
3. Official website should be regularly updated.
4. Stakeholders should be involved in the strategic planning like Industrial Advisory Board for each department.

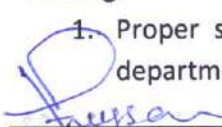
## Standard 2: Governance, Leadership, and Organisation

### Best Practice(s)

1. The act and statutes of the university are prepared and approved by the competent authority.
2. Statutory bodies and various committees are constituted to perform various function.
3. Frequency of meetings of the statutory bodies and committees is high.
4. Frequency of selection board meetings is praiseworthy.
5. A well thought out university organogram is in place and implemented.
6. A comprehensive process for conduction of meetings is followed.

### Findings

1. Proper system does not exist to review and audit academic and administrative departments.



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2. Feedback surveys are completed from faculty, students, alumni, and employees regularly. However, the results are not analysed systematically, and actions are not taken based on the results.
3. Frequency of trainings conducted by QEC is low.
4. Outcome Based Education (OBE) system is partially adopted.
5. Teachers are not properly trained for full adoption of OBE system.

#### Recommendations

1. A review/audit system may be developed for annual review of the performance of academic and non-academic departments/ offices.
2. Feedback surveys may be analysed systematically and actions taken based on developed KPIs.
3. The frequency of trainings conducted by QEC may be improved.
4. OBE system may be adopted fully to reap benefits.
5. Teachers and students need to be properly trained in OBE system for its full implementation.

### Standard 3: Institutional Resources and Planning

#### Best Practice (s)

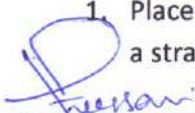
1. Various committees have been notified with clear TORs to look after academic and financial planning of the university.
2. Campus Master Plan has been developed and approved.
3. The university has modern and well-equipped classrooms and laboratories.
4. The university has adequate facilities for co-curricular activities.
5. Approved PPRA rules are followed in all purchase and procurement matters.

#### Findings

1. Placement Bureau is working in the university. However, it does not have the complete data of the employed and unemployed graduates.
2. Placement Bureau does not have a working strategy to maximize employment of the university graduates.
3. Job recruitment drives are not frequent.
4. Girls hostel is overcrowded.
5. Computer labs are not sufficient as per strength of the students.
6. Student teacher ratio in some departments, especially computer science, IT, Data Science, Biochemistry, Microbiology, Medical Lab Technology, Human Nutrition & Dietetics, BBA Agribusiness, Home Economics, and Zoology is alarmingly high.


#### Recommendations:

1. Placement Bureau needs to acquire complete data of university graduates and adopt a strategy to increase the employment rate among them.

  
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2. Job recruitment drives need to happen more frequently.
3. More space needs to be added to girls hostel.
4. More computer labs need to be added to suffice for the growing need of students.
5. Student teacher ratio needs to be maintained in the departments mentioned in the findings.
6. New faculty may be hired or student admissions may be controlled to maintain student teacher ratio.

#### Standard 4: Audit and Finance

##### Best Practice(s)

1. The university has numerous and diverse sources of income, both national and international.
2. The university has a well-established endowment fund and formulated policy.

##### Findings

1. Financial support to the students is offered but is very limited.
2. Research incentives are not offered to the faculty or the students.
3. Student council in IQC is not notified yet.

##### Recommendations

1. Financial support to the students could be enhanced.
2. Research incentives may be initiated among the students and faculty to encourage more research.
3. Student council in IQC need to be established as required by HEC.

#### Standard 5: Affiliated Colleges / Institutions

NOT Applicable as MNSUA does not have any affiliated colleges/ institutions.

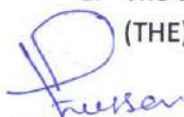
#### Standard 6: Internationalization of Higher Education and Global Engagement

##### Best Practices


1. The university has signed MOUs with some international organizations.
2. The university encourages international exchange opportunities for students.
3. The university has participated in various international rankings.
4. Faculty of the university has participated in many international seminars.

##### Findings

1. The university has not participated in renowned rankings like Times Higher Education (THE) or QS.



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2. MOUs with national and international organizations have been signed, however the progress is missing in most cases.

#### Recommendations

1. The university should participate in international rankings (Times Higher Education, QS Ranking, WURI etc.).
2. A strong follow-up mechanism should be developed for monitoring and ensuring the activities under the agreements signed.

### Standard 7: Faculty Recruitment, Development and Support Services

#### Best Practice (s)

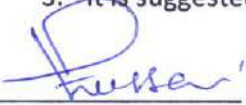
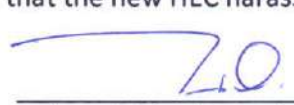
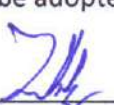

1. Adoption of standard procedures for the recruitment of competent faculty.
2. Provision of faculty development and capacity-building opportunities.
3. The provision of various performance-based incentives for faculty including best teacher award, best paper award, and best outreach award and appreciation certificates.
4. Provision of challenging environments to learn new experiences.

#### Findings

1. Standard procedures are followed to recruit the faculty. However, we found that the faculty recruitment process takes a long time to complete. There must be a time limit to complete this process following the merit as per approved rules and regulations.
2. There is very brief compulsory training for the orientation of newly recruited faculty members for their familiarization with the university governance system, statutes, rules, and regulations. However, newly hired faculty do not have the experience to supervise master's and PhD level students' research, and unfortunately, there is no such training program exists in the university.
3. There is no system available for the capacity building of the laboratory and supporting staff.

#### Recommendations

1. Comprehensive training in communication and pedagogical skills is in place for every newly recruited faculty member for effective teaching and assessment. In this regard, an online training course may be developed which must be mandatory for the new faculty.
2. A formal training workshop must be introduced in the university to train the faculty members for effective supervision of MSc/PhD students. Furthermore, similar training must be part of the program for staff recruited on the posts of laboratory attendants/ assistants/ technicians and data entry operators, etc.
3. It is suggested that the new HEC harassment policy be adopted.

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4. To maintain laboratory equipment in running conditions laboratory engineers must be recruited.

## Standard 8: Academic Programs and Curricula

### Best Practice(s)

1. Promotion and initiation of demand-based academic programs.
2. Steps toward the adoption of policies for outcome-based education.
3. The practice of involvement of faculty and students in the evaluation and improvement of course curricula.
4. Designing curricula focused on skills.

### Findings

1. There is no set procedure to do the need assessment and fulfil formalities to initiate new degree programs. If this issue is not taken into consideration programs may be halted by the accreditation councils which gives a bad name to the institution.
2. The schemes and respective departments are approved; however, the degree is awarded in the sub-section of the departments which are neither created nor notified. In some cases, two degrees are awarded, however, only one department and a single title of the degree are approved by the syndicate.
3. The booklet containing admissions information is called the prospectus, however, this is confusing, furthermore, it has only limited information.

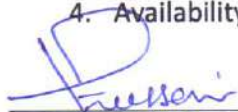
### Recommendations

1. To start new degree programs in any faculty/department/institute a comprehensive need assessment must be done according to set SOPs. Zero visits must be planned before the start of the new degree programs.
2. The internship program is key to learning skills, therefore SOPs for internship in target organizations must be framed and approved by the relevant statutory body.
3. A PhD student admission guidebook must be developed with all the necessary details.
4. The curriculum of all the degree programs must be revised on the format of outcome-based education including the assessment methods and examinations.

## Standard 9: Admission, Progression, Assessment, and Certification

### Best Practice(s)

1. Online and central systems for admissions in various degree programs.
2. Adoption of admission policies given by HEC and respective accreditation councils.
3. Provision of a transparent assessment and evaluation system for the students.
4. Availability of fee instalment and fee refund policy.



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**Findings**

1. There is very strong competition for the intake of the good stuff of students, however, the admissions, especially in agriculture, are decreasing. Therefore, an effective strategy must be developed to maintain the strength of the potential students.
2. It is good that degree programs are reviewed annually through the internal process of SARs as per the guidelines of HEC. The postgraduate programs are also reviewed every year through self-PGPR, following the guidelines of HEC.
3. Approval of Admission Policies and student's guidelines were not provided.

**Recommendations**

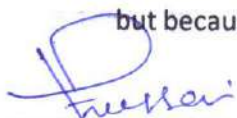
1. Admission policy must also be developed for international students. Admission information for foreign students along with fee structure must be displayed on the university's official website. There must be an international admission and scholarships office for international students.
2. A departmental/institute admission committee be constituted to look after the matters of under and postgraduate admissions in the department/institute.
3. There must be a cost-benefit analysis of every degree program to assess its viability and sustainability.
4. The university website should provide a link to help students get up-to-date information about their academic progress (view attendance, marks in tests/ assignments, GPA, etc.).
5. A student admissions handbook should be published and given to every student at the time of admission.

**Standard 10: Student Support Services****Best Practice(s)**

1. Involvement of students in the university development programs.
2. Provision of merit and financial aid scholarships, studentships, and paid work in labs to meet study expenses.
3. Engagement of students in societies and clubs to develop their management skills and communication skills.

**Findings**

1. It is good that the university is already offering a week-long scientific writing course to postgraduate students. A module must also be added on how to develop trustful relationships with your research supervisors.
2. The university research farm at Jalalpur Pirwala is located about 90 Km away from the main campus. Many students may be interested in conducting their research at a farm but because of the lack of mobility service, they are unable to do this. Some transport



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services can be started from the main campus to the university farm Jalalpur pir wala for their facilitation.

3. There is a canteen at the university campus, where a very limited number of food items are available, however, the standard of food items is poor and prices are high.
4. The Career Development Centre and Placement Bureau must be upgraded. No budget is allocated for this office.
5. There are wide areas at the main campus for the students to sit for some time, however, there are no benches at the campus or at the canteen. Benches must be fixed at campus outside of the main buildings so that students can sit during university hours.

#### Recommendations

1. Every student has the right to receive an interim transcript (stating progress to date) at the end of every semester.
2. There are issues of depression due to various factors. Professional counsellors must be hired to help students cope with stress, anxiety, and personal challenges. Workshops on mental health awareness and suicide prevention must be organized at campus for the students.
3. There must be proper cafeterias and canteens on campus where a range of food items must be available at affordable prices.
4. It would be better if the university website also provides a platform to connect alumni, prospective employers, and internship providers.
5. The student financial aid office has staff and resource limitations; therefore, a scholarship information desk must be established in the university to provide information and guidance to the students.
6. Students must be engaged in project work on studentships and casual work so that they can earn some money to meet their educational expenses.
7. Multan is a hot place, and the students park their motorcycles in open places and on earthen ground. Suitable parking must be constructed for the student's facilitation.

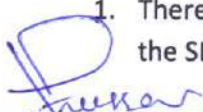
### Standard 11: Impactful Teaching and Learning and Community Engagement

#### Best Practice (s)

1. Students education Scholarship system is well organized as it is offered under the multiple categories.
2. Community engagement activities strengthening university to outreach its programs.
3. Teaching and Learning system is well documented to ERP system.

#### Findings

1. There is little evidence to measure the academic and research performance against the SDGs.



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2. References are missing against the actions taken.

#### Recommendations

1. Appropriate evidence or references must be provided in the documents.
2. Students may also be communicated about the SDGs roles to enhance their knowledge with the civil society.
3. Budget allocation to student assistantship should be clearly defined and allocated to each department.

### Standard 12: Research, Innovation, Entrepreneurship, and Industrial Linkage

#### Best Practice (s)

1. Research and industrial linkages is well established through ORIC.
2. IP Policy is well documented and well defined.
3. MS and PhD programs are well structured under the HEC defined policies.
4. Entrepreneurship is well promoted through BIAEC system.
5. Various forums dealing with research such as: REC, BASR, are working well under DGS.

#### Findings

1. Limited participation of university faculty in the entrepreneurial and incubation activities.
2. BIAEC is currently working under the HEC funded project which will be completed in 2024. There is need a well-defined sustainable plan for the BIAEC in the coming years.
3. Limited funds for research available from the university resources.

#### Recommendations

1. University must allocate budget for entrepreneurial activities under the BIAEC.
2. Endowment fund may be utilized for small research grants particularly for the new faculty members.

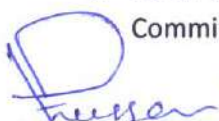
### Standard 13: Fairness and Integrity

#### Best Practice (s)

1. Transparency and integrity is well maintained through various committees and anti-discrimination policies.
2. Students are well engaged in the form of societies to participate in the university's activities and decision making.
3. Research integrity is maintained under the HEC Anti-Plagiarism Policy.

#### Findings

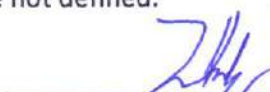
1. TORs of some of the key committees such as: Disciplinary Committee, Ethics Committee, Unfair Means Committee, are not defined.



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**Recommendations**

1. Well documented TORs are required for the above mentioned committees.

**Standard 14: Public Information and Transparency****Best Practice (s)**

1. Public information is communicated through website.
2. Engagement of industries stakeholders in the various forums is promising.
3. Online system for admissions provides integrity and fairness of the institution.
4. ERP system for student's engagement and result display is fair and transparent.

**Findings**

1. Notification of Student council is still awaited.
2. Website of the university is not up to the mark.
3. Little evidence is present for the alumni engagement.

**Recommendations**

1. Students should be the part of overall decision making, particularly of their concern.
2. Website must be very attractive and easy to explore.
3. Alumni network must be promoted initially at departmental level and then institution level.
4. There should be a well-defined office to deal with alumni and their activities.

**Standard 15: Institutional Effectiveness, Quality Assurance and Enhancement****Best Practice (s)**

1. QEC has developed Quality policy under the guidelines of HEC.
2. Performance evaluation of each department to SARs annually is encouraging.
3. Engagement of accreditation councils for each program is appreciated.
4. Engagement of stakeholders, alumni and employer feedback is positive.

**Findings**

1. Continuous and regular trainings of QEC and Program Team is required.
2. Limited staff of QEC to handle extended activates of the university.

**Recommendations**

1. Need based assessment of QEC must be done and appropriate staff to be employed.
2. Regular trainings and workshops for the QEC is required for institutional effectiveness.
3. Employer feedback survey and their findings may be shared with the alumni.



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## Standard 16: CQI and Cyclical External Quality Assurance

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4. Engagement of stakeholders, alumni and employer feedback is positive.

### Findings

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### Recommendations

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