



Mohammad Ali Jinnah University
SELF Review of Institutional Performance and Enhancement (Self – RIPE) 2024-25
IMPLEMENTATION PLAN



S. No.	Observation	Recommendation	Action by	Action to be Taken	Deadline
1	There is limited evidence of regular stakeholder engagement (e.g., employers, alumni, students) in the review of institutional strategic goals.	Establish a periodic review mechanism for strategic goals with input from key stakeholders to ensure continued relevance and responsiveness to national and market needs	President	Schedule biannual strategic goal review meetings with stakeholders.	First review by Oct 2025, second by Apr 2026
2	there is limited evidence of periodic training for governance and academic leaders on quality assurance responsibilities.	Introduce structured orientation and capacity-building workshops for members of statutory bodies and academic leadership to strengthen decision-making aligned with quality enhancement practices.	QEC / President Secretariate	Arrange quarterly QA training/orientation for statutory bodies and academic leaders.	First session by Sep 2025, then every quarter
3	While financial records are maintained, there is no clear mention of regular internal audit findings being used for strategic financial planning	Institutionalize a feedback mechanism where audit outcomes are integrated into budgetary decisions and risk management planning.	Finance	Integrate internal audit findings into annual budget and risk planning.	Dec 2025
4	The university's current RIPE documentation lacks clear evidence of international academic partnerships, rankings participation, or inbound/outbound student exchange.	Establish formal academic collaborations with international institutions and integrate strategies for global rankings, visiting scholars, and international student recruitment.	QEC	Sign MoUs with international institutions and launch exchange/visiting scholar programs.	Mar 2026
5	Data on student progression, dropout, and time-to-degree is not centrally monitored for analysis.	Develop a dashboard to track key indicators such as progression rates, completion time, and academic attrition to inform timely interventions.	Examination / Registration	Develop and maintain a centralized student progression tracking dashboard.	Jan 2026
6	Survey feedback is collected but not consistently used for policy or program improvement	Enhance the use of survey data to inform academic decisions, policy revisions, and service improvements	QEC / Deans / Academic Council	Incorporate survey results into program reviews and policy updates.	Ongoing; first cycle by Nov 2025

Dr. Huma Jawed

Director QEC



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7	The faculty retention rate is low, with a significant number of faculty serving on a temporary or visiting basis. Additionally, delays in conducting regular selection boards hinder the timely appointment of permanent faculty, affecting program continuity and academic stability.	Develop and implement a comprehensive faculty retention plan supported by timely execution of selection boards to ensure the appointment of qualified permanent faculty and reduce reliance on contractual staff.	HR / Selection Board	Finalize selection boards on time and implement faculty retention incentives.	Feb 2026
8	Faculty development opportunities exist but capacity-building trainings are limited in scope and frequency, which may affect teaching quality and professional growth.	Implement a structured and recurring training plan covering pedagogy, research skills, and academic leadership for faculty across departments.	QEC	Launch annual faculty development calendar covering teaching, research, and leadership.	Calendar finalized by Aug 2025, first training by Sep 2025
9	While ORIC exists, institutional support for student startups or incubation activities is limited.	Establish innovation hubs or incubators in collaboration with industry and government to support entrepreneurship and applied research.	ORIC / All Deans	Set up university incubation center in partnership with industry/government.	May 2026
10	Although policies exist, regular awareness sessions and easy access to reporting tools for conflict of interest, plagiarism, and grievances are lacking	Conduct regular awareness campaigns and implement user-friendly online reporting mechanisms to strengthen academic integrity and institutional fairness.	QEC / IT	Conduct biannual awareness sessions and enable online reporting for integrity issues.	First session & portal update by Oct 2025, second by Apr 2026
11	Key institutional data (e.g., graduate outcomes, faculty profiles, quality assurance results) is not consistently published online.	Regularly update and publish institutional performance data and QA indicators on the university website to enhance transparency.	Digital Media Marketing	Publish updated QA and institutional data on the website every semester.	First update by Sep 2025, second by Mar 2026
12.	The university has a relatively low output of PhD graduates, which may be attributed to limited supervisory capacity, lack of structured progress monitoring, and insufficient academic or financial support for doctoral students.	Enhance PhD completion through increased supervision capacity, structured monitoring, and better academic and financial support.	Dean Academics / All Deans / Finance	Increase PhD supervisors, implement progress monitoring, and offer enhanced student support.	Jun 2026

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