

Bakhtar University Kabul Afghanistan

Faculty of Economics

Strategic Plan 2019-23



DEAN'S MESSAGE

It gives me immense pleasure to welcome you to Bakhtar University Faculty of Economics. Since its establishment in 2008, BU Faculty of Economics strives for excellence in the field of business studies. Our aim is to provide competency based and market oriented education which gives our student an edge in the job market. BU Faculty of Economics offers undergraduate and graduate program in business studies. Master program in business administration was started in 2013. Our Faculty is pioneer in introducing master program for the first time in Afghanistan. We offer specialization in general management and finance in both bachelor and master program. Our faculty comprises of a diverse and bright team of professionals from different countries including Afghanistan, Pakistan and India. Guest lecturers are also invited occasionally from the corporate sectors and other national and international universities in order to enhance the practical understanding of students and to serve as a source of inspiration for them. At the BU Faculty of Economics we strive to give our students opportunities for individual progress. BU Faculty of Economics has the reputation as one of the best business schools in the region. At BU Faculty of Economics students will have the opportunity to learn from a diverse team of national and international scholar as well as from our state of the art facilities. I hope your studies at the BU Faculty of Economics are inspiring and help you achieve the professional targets you set for yourself.

With best wishes!

Nadir Shah Nadir

Dean, BU Faculty of Economics

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Introduction

This document is the first step in an exercise to establish a road map for the Faculty of Economics, Bakhtar University Kabul, Afghanistan. After taking over as the Dean of the Faculty of Economics, I presented my vision to the faculty and initiated a discussion on the future of the

Faculty. In order to direct such a discussion, the Board of Council, during its meeting held on March 23, 2019, assigned this Prof. Nadir Shah Nadir task to a sub-committee comprising of faculty Members and Assistant Professors. This Strategic Plan Sub-Committee presented and prepared the Faculty Strategic Plan in the faculty meeting held on March 24, 2019 and converted into a road map. This Strategic Plan proposes a long-term vision, along with the specifics of how such a vision may be achieved. Accordingly, this document contains ideas, discussions, reasons, and solutions, as appropriate as well as mission statement. While we have tried to make this strategic plan as complete and thorough as possible.

The faculty of Economics was established in 2008, with the mission to bridge the gap between the industry and academics and to impart to the students the dynamic skills required in business industry and government organizations. Initially Bachelor of business administration programs were offered but with the passage of time, keeping in mind the upcoming challenges in job market and growing trend towards higher BU Faculty of Economics started master programs for the first time in Afghanistan in 2013. Over the past nine years, the faculty has gained the reputation for producing highly skilled and well-trained graduates to the society.

In the Faculty of Economics, we have 800 students currently enrolled. The school offers specialization in finance and general management. There has been gradual shift through these ten years from traditional classroom and learning system towards well-equipped classes in terms of modern learning-related technology like online attendance, learning management system (LMS), online database, and digital library. We have graduated so far over 1300 students. Almost all of them have been pursuing their careers successfully in various sectors of the economy. BU is proud to see many of his graduates in high government position such as Director General of Banks, Director and Directors Generals of line sectorial directorates within the government of Afghanistan as well as heads of private business organization.

Vision Statement

Our vision is to become one of the top-ranked faculties in the region in the market-based and research-oriented education and academic excellence with special emphasis on technology and innovation

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Mission statement

The fundamental mission of the Bakhtar University Faculty of Economics is to build excellence in business administration education, to prepare innovative and professional leaders through learning, research, innovation and technology.

The vision and mission shall be clear regarding the following:

1-Balance between research, innovation, technology, teaching, and service to the community

2-Who do we serve (students demographics, qualifications, etc., employers – what kind, etc., community – which category, etc.)

Commented [Mw2]: Demographic includes already qualification, gender stc

3-What we want our graduates to be able to achieve

4-What we want our research to be able to achieve

Commented [Mw3]: Research or researcher

5-A particular faculty of thought, primarily a faculty of thought with some variety, or a purely pluralistic approach.

Goals: - Three Primary goals

(1) Quality in Education:-

- (i) Learning modules from Manual to E-Learning
- (ii) Facilitating special training programs for students BBA and MBA with help of IT cell.
- (iii) Training modules for Faculties

(2) Improve outcomes for students:-

- (i) We will develop students' self-awareness, self-belief and confidence to achieve realistic career goals.
- (ii) We will continue to reduce our environmental impact and to use resources in an environmentally sustainable responsible way.

(3) Quality in Research:-

- (i) We will continue to support and focus on research that enriches the educational experience of our students.
- (ii) We will bring research into the heart of our faculties and academic school, ensuring that it contributes positively to the mission of university.

1.1 Proposals

1.1.1 Balance between research, innovation, technology, teaching, and service to the community Proposal:

“The faculty shall give equal weight to research, innovation, technology, teaching, and service to the community”

Commented [Mw4]: What is our forth pillar knowledge or teaching

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The reasons for this proposal are as under:

Role of Research:

The primary role of a university, different than that of a school, is to create knowledge and disseminate it. To achieve this end, it is imperative that the university shall focus on research, which can be of two kinds.

- i) Furthering the boundaries of the economic concepts.
- ii) Understanding “what is”.

At present, there exists a severe dearth of knowledge regarding the second category in the taught programs in the country. Mostly, foreign books and research papers are used. These are sufficient

in delivering the conceptual framework of economics, but lack in localization of the understanding. Economics faculty shall focus on both aspects.

Role of Teaching:

Teaching remains a core function of the university across the globe. During the first 3 years of undergraduate program, the focus of teaching shall be the traditional approach, equipping students with

- i) Skills to undertake / understand the topics in economics
- ii) Comprehending the standard theories and concepts in economics.

During the last year of undergraduate programs (earlier where applicable), as well as all graduate teaching, the teaching shall incorporate local issues, local data, and local policy concerns

Role of Service to the community:

There are two distinct community service aspects.

- I) Service to the department / university
- iii) Service to the society

In the primary job, the faculty will teach and tackle issues at the office/university level identified with financial matters/account. This will incorporate the university speculation approach, long haul money related plans, strategy on asset assignments, pulling in and holding fantastic human assets, and so on. In this space, the office will adopt a star dynamic strategy, recognizing regions where enhancements can be made, and as needs be proposing proof based powerful arrangements. This will likewise incorporate non-financial aspects administration, for example serving different panels and bodies, departmental undertakings identified with its smooth working, and so on. In this job, the faculty may take an increasingly uninvolved methodology, rendering its

administrations to the delight of the capable experts, for example Chancellor, Deans, Head of the Economics office, and so forth.

1.1.2 Who do we serve?

Proposal “The department shall serve public institutions and student body representative of the Kabul population demographics, while considering the future needs of the Province of Kabul”

The reasons for this proposal are as under:

Public Institutions

As a component of the University of the Bakhtar, Economics Faculty is an open university, incompletely financed by the government. Subsequently, it will be our ethical commitment to serve the interests of general society. These interests might be served by specifically profiting the administration by proactively recognizing financial issues of approach, directing careful research in such territories, and providing approach experiences/answers for the applicable office. This will require direct contact with different divisions of the Government, just as making roads for input. This target can likewise be accomplished by recognizing zones which may in a roundabout way advantage the government just as open foundations. For example, leading examination in territories advancing neighborhood organizations, getting ready understudies in accordance with the requirements of the nearby business/economy, offering recognitions explicit to zones where least minimum amount does not exist (for example information sciences, business knowledge utilizing bits of knowledge from financial matters, and so on.)

Student Body

A key issue in educating is the nature of the understudy body. As it's been said, refuse in rubbish out. One approach to improve the nature of graduating understudies is to fix the confirmation criteria. Conceded understudies with better abilities will undoubtedly turn out to be better alumni.

In any case, this will be in the enthusiasm of the all-inclusive community, since understudies with lower range of abilities will confront a further detriment in the college affirmations advertise. The faculty will set up a duality to comprehend this issue.

At the undergrad level, the office will serve understudies speaking to this normal of the populace. This infers the conceded understudy body will be differing, with understudies from other organizations with more prominent abilities at the season of affirmations, just as those from open foundations in remote. Undergrad is a four years and postgrad two years program, so there is plentiful time to improve the nature of even the understudies with lower introductory range of abilities. Besides, the decent variety will help improve the prosperity all understudies, uncovering the ones from favored foundations to the predicament of those on the opposite end of the pay range. Thus, understudies with lower introductory range of abilities will get motivation from their friends.

At the alumni level, the confirmations models will be fixed, accordingly conceding understudies just with high beginning range of abilities, so they could be presented to the outskirts of research in the order, in this manner delivering alumni of the most astounding quality prepared to deal with the difficulties of positions in the most noteworthy echelons of the order explicit occupation advertise.

1.1.3 What we want our graduates to be able to achieve

Proposal:

“Bachelor program graduates shall be ready for entry level positions both industry and public sector”

a) “MBA program(s) graduates shall be ready for mid-level positions in industry and public sector ”

b) “MBA shall be equipped for quality research in the economics discipline”

c) The faculty shall aspire to instill entrepreneurial spirit, so that a proportion of our graduates become change makers, whether in the form of successful entrepreneurs in the corporate sector, or change agents in policy / research circles. This will transform the graduates from employment-seekers to employment creators, even if they choose to use such ability in a traditional job environment. Reasons for this proposal are mostly self-evident. The basic idea is that the focus of the faculty at undergraduate level is to create educated, well trained, and high skilled labor force by rendering education services to the student body whose demographics represent the provincial population, paying special emphasis to the otherwise under-privileged section of the society. At the graduate level, the focus is to create high skilled labor force, with sound skills in the field as well as critical thinking and research skills, to take up positions influencing future direction of the community.

1.1.4 What we want our research to be able to achieve

Proposal:

“Economics faculty shall aspire to achieve excellence in research in economics, finance and management in the art of economics. Furthermore, emphasis shall be laid on specializations of students within Kabul and sub-sections of Kabul, as well as public policy”

Reasons for the proposal:

Most of the existing research in Afghanistan’s public and private universities focuses on the economics, finance and management. It is proposed that this shall continue. In addition, focus should be put on understanding and explaining the “what is” of local economy, which will help in furthering the research agenda related to the art of economics as well as public policy prescription.

1.1.5 School of Thought

Proposal “Economics faculty shall aspire to be a home to the pluralistic approach in economics”.

Reasons for the proposal:

As discussed earlier, one of the focuses of the faculty shall be to educate public policy, as well as to undertake the degree specialization research. This requires an understanding of the relevant issues from multiple points of view. Following a particular school of thought may enable speedy excellence in one domain at the cost of reducing multi-prong understanding. Secondly, the job structure of Bakhtar University limits the ability to achieve a unified school of thought. However, this needs to be understood and discussed in great details. A significant cost of plurality is that it limits rigor in all fields, jack of all cannot be master of anything.

1.2 Strategic Plan to Achieve the Vision

In order to achieve this vision, the faculty will require higher number of faculty, proportionate staff, and an expanded student body. Faculty size needs to be enhanced so that a minimum critical mass of researchers is available to achieve the desired results in the areas of specialization.

Expanded student body will serve three purposes:

1-With expanding population and human resource requirements, it is the faculty's responsibility to educate and train greater number of students to bridge the demand supply gap. This is part of the vision as well.

2-More students will bring with them new and diverse ideas, which will expand the research horizon

3-More students imply more resources, which are required to achieve this vision. Practically, this expansion requires converting the faculty into departments. These proposed departments shall comprise of closely-knit departments. The following is an initial list of departments, which shall be thoroughly discussed and amended / expanded as deemed fit.

1- Economics

This would be the main department within the department, focusing on the issues primarily in the domain of economics, including but not limited to, development, growth, International trade (Globalization), Labor Markets, Industrial organization, poverty alleviation, etc.

2- Financial Economics

At the moment, there is no department in the Bakhtar University, focusing on research in financial theory and modeling. Since finance originated as a branch of economics, and to date most new research in the field is strongly grounded in economic theory, it is the responsibility of the Economics faculty to incorporate this field formally into the future departments. Areas of interest may include Capital Markets, Financial Econometrics, etc.

3- Business department

This department shall focus on applications of finance and management literature and research in the areas affecting public and private sectors. It would benefit from the Economics Faculty's well-established master's degree in Business department, with graduates placed in leading organizations. Areas of interest may include finance model, soft-wares, etc.

4- Project Management Department

There exists a dire need to better educate the public, and inform the policy makers regarding project issues. It shall also take into consideration the issues of project significance within the Bakhtar University, and actively work to educate and provide viable solutions. Areas of interest may include advanced project courses, soft-wares, etc.

Secondly, to achieve this vision, the department shall engage more within the community of economists. This goal can be achieved by the permanent host of a national and international associations/society of economists. The Faculty of Economics will focus to start specialization from 5th semester at undergraduate level and graduate level structure will change.

1.3 Values

1.3.1 Integrity

For the Faculty of Economics, transparency and honesty are at the core of our values. Ethical reasoning is always the starting point for everything we stand for and we believe all decisions should be made based on sound moral principles.

1.3.2 Inclusion

We believe in diversity, respect, and compassion towards all. The Faculty of Economics endeavors to create an inclusive, supportive environment for all people, regardless of difference.

1.3.3 Collaboration

The Faculty of Economics believes in engaging with others to share, learn and grow. Collaborating amongst ourselves and with other partners is the key to our growth. We seek to build partnerships by proactively working to find common interests with strategic stakeholders.

1.3.4 Excellence

We strive for excellence, seeking to apply the highest standards in innovation and creativity. We welcome new ideas.

1.3.5 Social Responsibility

Social obligations and responsibility is at the heart of our values. We constantly strive to aware our all stakeholders including students, faculty, management and employers and other parties their moral and social obligations and duties.

1.3.6 SWOT ANALYSES

Internal (resources and capabilities)

A. Strengths/Advantages

1. Location
2. New Building
 - i. Spacious class rooms
 - ii. Intensive use of technology in learning processes
3. Highly qualified and professional faculty
4. Industry academic linkages
5. Foresighted Leadership
6. Market oriented degree programs
7. Conducive learning environment
8. Diverse work force
9. Centre for Research and Innovation

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B. Weaknesses

1. No government support, Student fee the only source of revenue
2. Difficulty in recruitment of faculty from the local market
3. Lack of efficiency wage
4. No presence of financial market
5. Insufficient opportunities for the students to practically observe the industrial processes.
6. L
6. Paucity of resources of professional growth for all faculties
7. Weak academic background of newly inducted students
8. Teachers turnover

Commented [Mw8]: High employee turnover rate

C. Opportunities

1. Doctoral programs
2. Research projects
3. Increasing job prospects due to high employability of our graduating students
4. Training projects
5. Expansions to other regions
6. Various Certifications
7. Industry partnerships
8. Collaborations with other universities

D. Threats

1. Competition
2. Shrinking job market due to Sluggish Economy
3. Fragile security environment
4. Low switching cost for students to other university
5. Sustainability of the system

2 - Research

In order to achieve the research vision, which is central to the long-term plan of the faculty, the research activity needs to better organization and promotion. Initially, research labs

shall be created. These labs will help converge resources (faculty, students, etc.) into focused areas of research. Overtime, research labs shall be created. A lab shall be aligned with the research interests of one or more faculty. The lab can induct adjunct faculty, outside economists, as well as BBA & MBA students. These labs shall have a clear vision and shall set attainable goals for each semester as well as an academic year. Each lab shall hold fortnightly research meetings, open to all. This will help students align themselves with research interests of the faculty, leading to easy selection of their area of research for the BBA/ MBA Thesis. Each lab shall hold research seminar, presenting their research to the community semester wise. Moreover, these labs shall be the focal points for outreach in their relevant fields, enhancing the outreach of the faculty. Each faculty member shall strive to publish at least two high quality research papers per annum. Where applicable, policy papers may be published. In addition, regular contributions in newspapers, blogs, vlogs, etc. shall be encouraged. The faculty shall have an economic databank. A fund shall be established for procurement of such data, publications where needed.

The acquisition of data shall be spearheaded by the relevant lab. The faculty shall arrange a dedicated computer server for hosting this data, as well as external hard discs / USB devices for transmission. The faculty shall create a database of a chosen region, e.g. Kabul. This database shall regularly commit primary data gathering studies. Eventually, such a database shall become the most comprehensive source of data for the said region. This will help in improving research, outreach (since other institutes will use this data), and will allow evidence-based policy formulation. The database shall continuously interact with all local similar facilities, in order to avoid redundancies. The faculty shall publish an annual report, outlining its activities related to research, and teaching, out-reach, etc. in the outgoing year. This report shall shed light on the plans for these activities in the upcoming year, along with clear and tractable benchmarks to achieve these goals.

3 - Human resources

The students, a vital component of any academic department, are discussed separately. This section focuses only on the non-student human resources.

Faculty Development

The basic foundation for any successful teaching / research institution is its faculty. The department is cognizant of the environment in its discipline in the country, with severe dearth of well-trained PhD faculty in comparison to their demand. In such an environment, it is imperative that the existing faculty shall be encouraged to start / complete their PhD degrees, pursue high quality post-doc positions, etc. The department is aware of this, and shall encourage the faculty to strive for excellence, by providing those resources, vacation time, assistance with calibration of commitments, etc. The non-student human resources of the department are classified into the following four categories:

1-Permanent Faculty / Research Staff

2-Visiting / Adjunct Faculty

3-Foreign Faculty

4-Staff

A sub-section discusses the vision for each of these categories.

3.1 Permanent Faculty / Research staff

Faculty development is an integral requirement for the success of this vision. As discussed previously, a minimum mass of faculty is needed to achieve the desired goals. Each proposed department shall be equipped with at least one professor, two associate professors, and three – four assistant professors. Further, each lab shall have at least two research members / faculty associated with it. Faculty around the world is judged based on three aspects of their work: teaching, research,

and service to the university & the community. Bakhtar University has evolved into primarily a teaching university. This is evident by the teaching load, which currently stands at 18 credits of teaching during an academic semester. Most international universities, as well as some domestic universities e.g. Kabul, require a teaching load of 12 credits in an academic semester, and some even limit this to 14 credits of teaching in an academic semester. Requiring faculty to engage in the other two activities requires reducing teaching load.

The following sections discuss this issue one-by-one, and make recommendations.

3.1.1 Teaching

-As per university rules, course load is 18 classes per week.

-There shall be a defined minimum prep load per academic semester. We propose this to be 20 classes.

-The regular workload should be from the morning classes only. There should be strict enforcement of even distribution of workload amongst the faculty members. All teaching in the self-supporting programs should be paid for.

-Faculty teaching BBA / MBA courses shall get a workload waiver of one class, owing to the greater degree of preparation, position and student contact required for teaching these courses.

-Majority courses shall only be taught by the regular faculty in English. A plan should be devised to determine future needs, and new faculty shall be inducted accordingly.

-Teachers should be encouraged to use recent teaching methodologies by participating in teacher trainings / workshops. The faculty shall finance such participation and / or host such events.

-Proposal: have a faculty course evaluation (to be approved by the faculty meeting). If agreed, a special committee should revise the student evaluation questionnaire in line with best practices.

At the minimum, it should comprise of punctuality, teaching quality, student engagement, quality / relevance of grading instruments, departmental facilities, etc.

-Course content taught by the faculty shall also be evaluated, and revised periodically. A permanent committee shall be formulated for this purpose, with clear framework and timelines.

-Student evaluations shall be conducted during the last week of the semester, before the exams.

-Teaching assistants should be arranged for all permanent faculty members. In the short term, two teachers can share a TA.

- TAs may be hired from BBA / MBA student body.
- TAs shall not be allowed to deal with BBA/MBA courses. Only to be used for attendance, class arrangement, LMS, quizzes...etc.
- TAs cannot be used to teach any content during the regular class meetings.
- TAs can be used to grade only the MCQs. No subjective grading can be left to the TAs.

The teacher will be wholly responsible for all grades. TAs will only assist.

-A file for course outlines shall be maintained by the faculty of economics for all courses offered (Early Morning, Late Morning and Evening).

-A committee shall be formulated to discuss and recommend best practices for exam setting, including subjective questions, objective questions, MCQs, etc.

3.1.2 Research

-Each faculty member shall aspire to publish two research papers per annum. In addition, the faculty shall produce annual policy papers, research briefs, newspaper articles, etc.

-Each faculty member shall attend conferences, both nationally as well as internationally, in addition to presenting research seminars. To this end, the faculty of economics may setup an annual travel budget, for presentation / poster presentation / attendance in domestic conferences. (It is our understanding that the University provides for publications and presentation only, however, that is less than what is commonly needed). The faculty of economics travel budget will help cover the difference. Each request for utilizing the travel budget shall be approved by the Chairperson / committee.

-The faculty of economics shall have an economic databank. A fund shall be established for procurement of such data, where needed. The acquisition of data shall be spearheaded by the faculty in need. A Research Assistant shall be hired to manage the databank. The faculty of economics shall arrange a dedicated computer for hosting this data, as well as external hard discs / USB devices for transmission. The server shall not be connected to any network in order to ensure data safety / virus control.

-For each published paper in Impact factor / category journals, the faculty shall get a one class credits waiver from the regular course load.

-Each faculty member shall have area(s) of research defined.

-Supervision of BBA / MBA shall be as per area of expertise.

-In the long term, a certain portion of the faculty each year shall be spared from teaching course load, with clear objective of research plan for that academic year. This can either be availed within the Faculty of Economics (in which case no leave required) or be used to conduct research elsewhere (with the approval of the Chairman) using appropriate leave.

-MBA students shall have reserved workspace. In the long term, the MBA students shall have access to printing.

-Faculty shall be encouraged / train to create own web blogs. These blogs can then be linked to the faculty's profile on the university website Blog postings can then be promoted on the main page of the Ministry of Higher Education, as well as thru the university Facebook.

-MBA synopsis presentations shall be made mandatory. These presentations shall be at least of 15-20 mints, with the clear understanding that the student must discuss the background, relevant literature, and the methodology of the research.

-Project acquisition office initially, it should be created as a desk, led by a faculty member. The desk shall engage the library staff to regularly scan newspapers and websites where research projects are posted. This information shall than be shared with the faculty members, who in turn can bid for these projects. Over time, this desk shall be converted into an office, with regular staff, which shall overseas all logistical issues related to project acquisition and management.

3.1.3 Service to the Community / University

Following is an incomplete list of activities typically undertaken by the faculty which shall count towards the service. Faculty members working in these positions shall get due acknowledgement in semester-wise reports, and elsewhere (where appropriate).

- i. Focal Persons (Sports, Hostels, Laptop distribution)
- ii. Membership of Exam committee, Faculty Board, Board of Studies, Academic council, faculty committees, etc.

1-Outreach to other economics community in universities to help them professionally and academically. The faculty shall maintain a list of all universities affiliated with the university

offering economics, finance and management programs. This can include offering special workshops / trainings for university faculty.

2-Policy proposals to the university vis-à-vis matters related to finance, management, e.g. university financial plans, investment plans, etc.

3.1.4 Service to the Department / Ancillary Responsibilities

Coordinators / Student Advisors

1-Program coordination staff should be as per university prescribed rules.

2-Should be rotated annually

3-A special committee should be formed to develop written Job Descriptions for coordinators (hiring of adjunct faculty, result finalization, financial matters, student tours, placement, outreach to employers, outreach to prospective students)

3.2 Adjunct Faculty

- Adjunct faculty should be short listed for the entire semester year during the winter and summers preceding the academic year.

- A pool of adjunct teaching faculty should be created for courses offered by the faculty of economics. This record should be kept in a file for each member of the pool.

-All adjunct faculty members should complete a formal selection process, comprising of a short teaching presentation, and an interview with a department committee comprising of the Chairperson and the program coordinators. The chairperson can waive this requirement.

-Adjunct faculty shall be evaluated by the students as well as the relevant program coordinator at the end of every course, which should be kept in their file for future use. Coordinator evaluations shall make special comments on punctuality, attitude in class, etc.

-Adjunct faculty shall be provided with a shared office / faculty lounge, equipped with a computer and printer.

-Adjunct faculty should have access to tea / coffee / water from the faculty of economics resources.

-Non-departmental faculty of high quality shall be engaged in the MBA program.

-Professionals from the government and private sector shall be engaged for relevant courses.

However, this will be a challenge for the following reasons:

1-Senior professionals are often time-constrained to commit to a full semester of teaching load.

2-They can be expected to lack teaching and grading instrument design skills. Solution: Pair such professionals with a permanent faculty member to teach the course. The professional can lecture only a portion of the course, maybe bi-weekly, discussing the practical aspects and the over-arching policy & objectives.

3-The compensation offered by the university is not at par with their value. Solution: The professionals can be engaged in a pro-bono fashion, compensating them in non-monetary terms. Alternately, the university can be requested to allow the department to pay honorarium from its own budget.

3.3 Foreign Faculty

The faculty of economics wishes to engage experts from around the world. Foreign faculty brings with them different approaches to research and teaching, broadening the horizon of the department. This engagement can be very short term (a few days to a few weeks), medium term

(up to one year), or long term (repeated visits, or joint hiring). There are three issues related to attracting foreign faculty:

i) Financial support

Due to differential in currency exchange rates, financial support offered in Afghanistan, is less than commensurate to the market salaries in most foreign countries. This may not be a significant problem for short term interactions (with much limited benefits), but become the primary concern when considering medium term or long-term engagements. One solution, as proposed in the section on finances, is to establish chair(s) specifically for this purpose. Such externally funded chairs can offer higher compensation package as compared to the university salary structure, require shortened time commitment per annum (e.g. 3-5 months against annual remuneration), etc.

ii) Engagement / attracting foreign faculty

Attracting high quality foreign faculty also requires providing them with an enabling environment to further their research and career agenda. By setting up the research and data center (as discussed elsewhere in this document), the department would be in a position to promise widening of their own research horizons. This provision, along with research collaboration with local faculty as well as experts-at-large, shall act as a gravitational force pulling foreign faculty.

iii) Security

The security issue is one of barriers that foreign faculty will not accept the offer letter faculty of economics within salary package.

3.4 Staff

1-Examinations

A special committee for examinations shall be constituted to establish rules for examinations. This committee shall make rules for:

a. Pre-exam activities

i. Arrangement of room

ii. Student seating plan

b. During exam rules

i. Distribution of exam papers

ii. Return the exams in an envelope

Commented [Mw9]: What is this?

iii. Controller exam shall be handed awarding list to the teacher along with the exams.

Commented [Mw10]: What is this?

c. Post-exam activities

i. In time intimation of deadline for submission of exams

ii. Finalizing grades in database; original to be signed by the teacher.

2-The department shall have a formal structure of administration, divided by tasks. These duties

shall be headed only by regular staff, to avoid any issues.

a. Accounts

b. Controller of Examination

c. Computer equipment

d. Administration (includes workforce management, infrastructure maintenance, Appliances, etc.

e. Program Assistants

4 - Student Development

The composition of the student body has been discussed earlier. This section focusses on the student development and engagement.

4.1 Research lab engagement

The research labs shall hold an announced monthly meeting. Students of BBA/MBA programs shall be encouraged to attend such meetings, even if they are attached to a different lab. BBA students in their third and fourth year shall be introduced to these labs, and shall be engaged with, where appropriate. The lab shall also attempt to seek external financing for students, especially for BBA/MBA.

Skill Development

-Book club

Commented [Mw11]: Business Gala, etc can be added also

-Guest lecturers

-Workshops, to be conducted by students, on Excel, Word, SPSS. Quick Book, etc.

-Skill enhancement workshops by faculty, as well as experts, (e.g. econometrics, communication skills, presentation skills, job interview preparation, etc.)

Student Spaces

-Girls room

-Student Lounge

-Discussion rooms (for combined study)

-Reserved spaces for MBA students Recreational Activities

-Program specific welcome / farewells

-Educational day trips (e.g. planning commission, large scale industries, etc.)

Sports

-Continuation of Sports Gala every year

-Inter class tournaments on regular basis

5 - Academic Programs

The various degree programs offered by the department shall be made in line with the department vision and the market demand. Each program shall have a clear objective, as well as a set of skills that need to be created / polished and assessed. Sub-committees should be formulated to create this for each program, under the supervision of the program coordinator. The Faculty of Economics shall offer degree programs at the undergraduate as well as graduate level. Following is the list of programs that shall be offered.

6.1 BBA Program

a) Four years BBA degree program – Regular

b) Four years BBA degree program: The department has successfully offered a four years Bachelor of Business Administration for over ten years now specialization after completion of sixth semester. Graduates of this program are well placed both in academia as well as industry within Afghanistan. Since this program is getting phased out due to the overall academic policies in the country, the department shall introduce a four years BBA degree specialization from fifth semester in the field finance and management, both as Regular

6.2 Graduate Master Program

a. MBA in Finance and Management– already being offered as regular and self-supporting.

b. MBA in Finance and Management shall be graduated into an MS/MPhil degree. This shall be minimum 40 and maximum 48 credit taught program, offered both as regular and self-supporting.

The program will train students to become practitioners in applied economics, finance and management.

c. MS/MPhil degree – this shall be a 40-48 credit taught program, fulfilling industry needs of professional business intelligence experts who can apply the rigor of finance and management to the business needs and taught content will be reduced to 36 credits, with 6 credits of research of one-year duration.

7 - Outreach

7.1 Sources of Incoming Students

The faculty should formally interact with schools and institutions offering intermediate education. This will help engage students, and will improve recruitment for BBA programs.

a. Schools / institutions for BBA

b. For MPhil / MS

7.2 Economics, Finance, Management community

a. Regular seminar series, where an economist is invited for talk

b. Create linkages with all institutions of Kabul and government institutions like Kabul University, American University, etc.

c. All economics, finance and management related events shall be listed at a common place, and motivate Faculty to attend their events.