

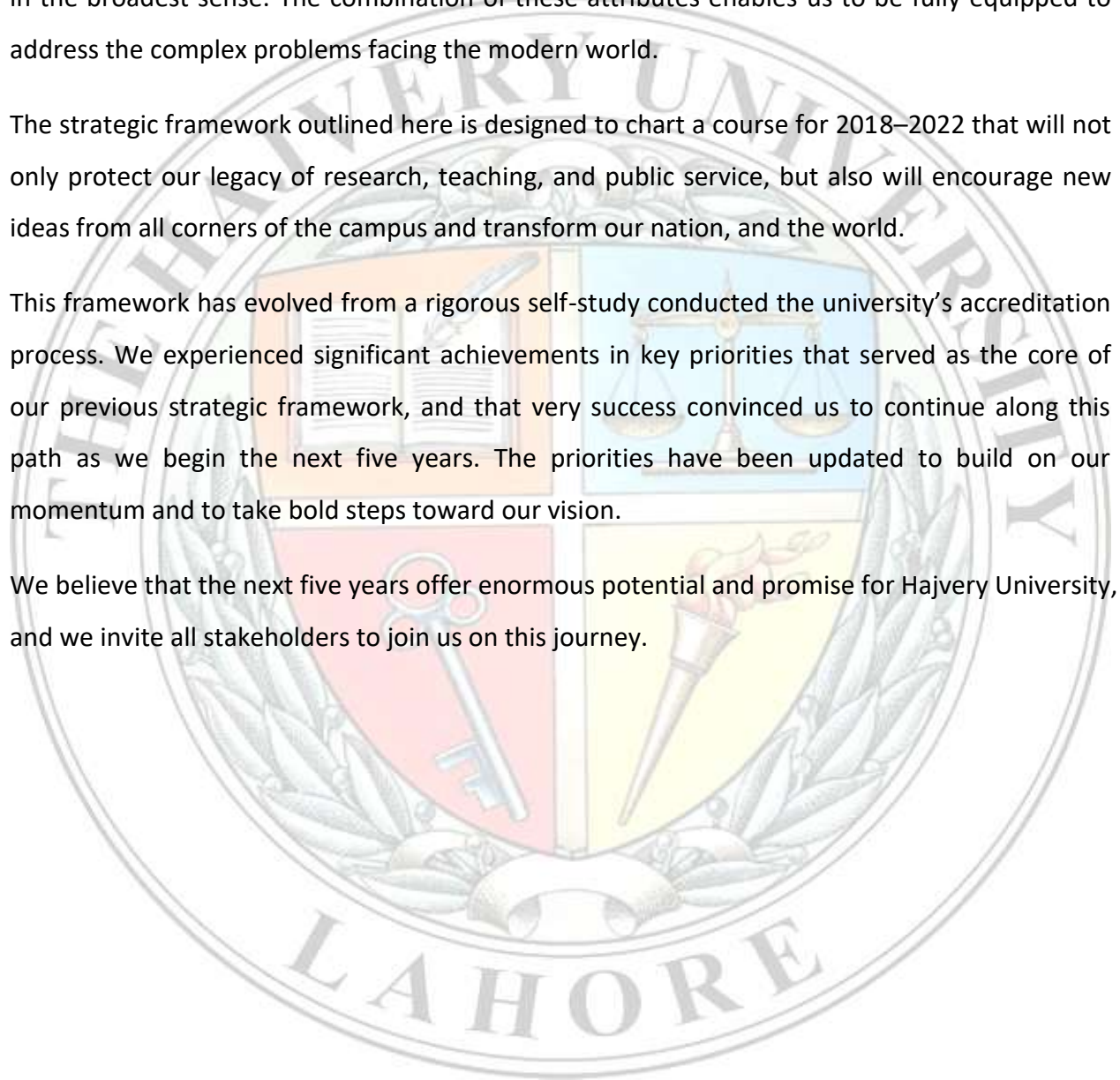
# 1. A Strategic Framework 2018–2022

Among the country's leading universities, the Hajvery University is distinctive in its scale and breadth, the premium we place on our relevance to society, and our commitment to inclusivity in the broadest sense. The combination of these attributes enables us to be fully equipped to address the complex problems facing the modern world.

The strategic framework outlined here is designed to chart a course for 2018–2022 that will not only protect our legacy of research, teaching, and public service, but also will encourage new ideas from all corners of the campus and transform our nation, and the world.

This framework has evolved from a rigorous self-study conducted the university's accreditation process. We experienced significant achievements in key priorities that served as the core of our previous strategic framework, and that very success convinced us to continue along this path as we begin the next five years. The priorities have been updated to build on our momentum and to take bold steps toward our vision.

We believe that the next five years offer enormous potential and promise for Hajvery University, and we invite all stakeholders to join us on this journey.



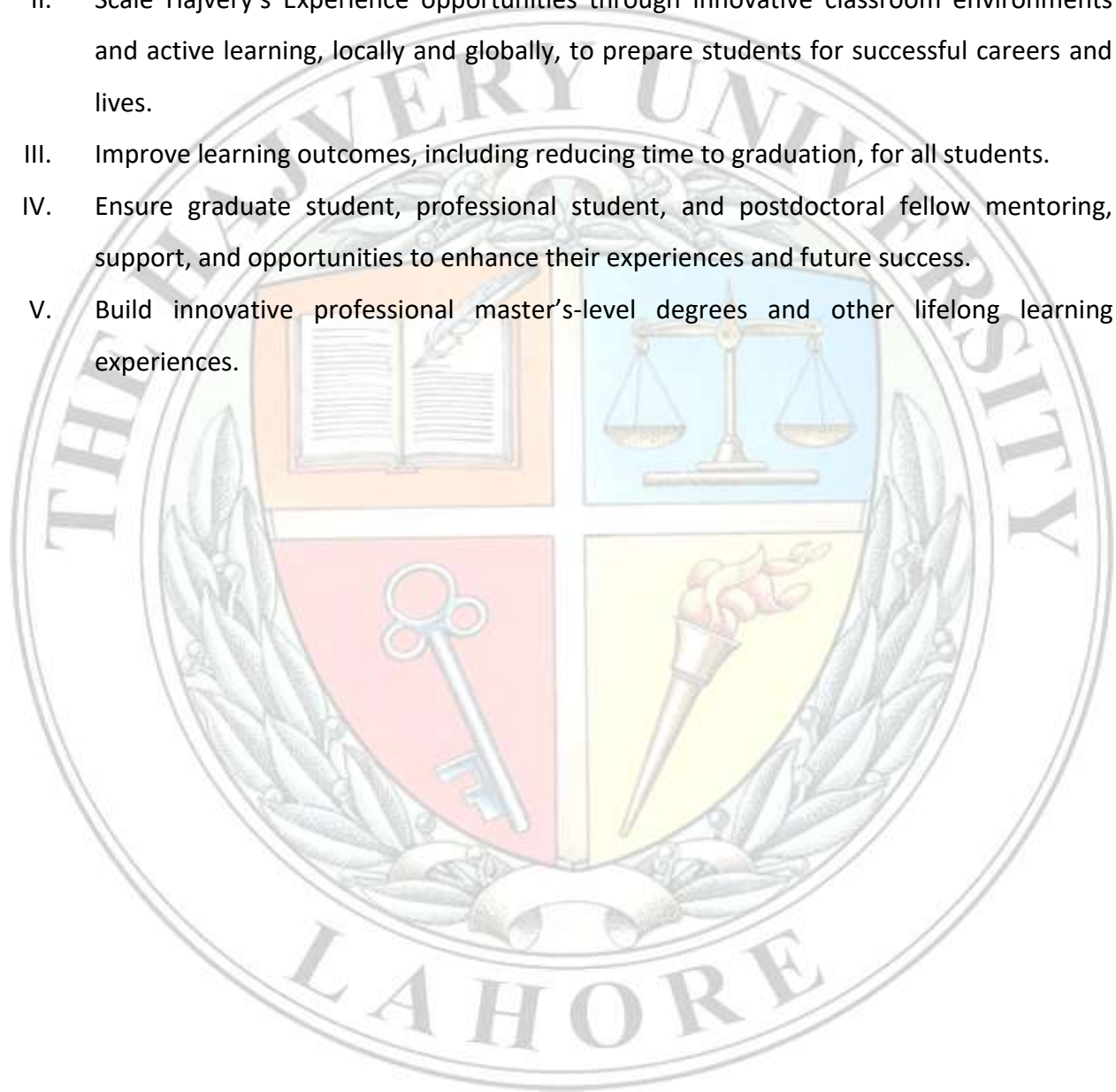
## 1.1 Our Guiding Principles

As an institution and as individuals, we are guided by the following principles:

- I. We promote the highest standards of intellectual inquiry and rigor, in keeping with the university's proven commitment to the "continual sifting and winnowing by which alone the truth can be found."
- II. We support learning for its own sake, throughout our lives, as a service to the greater good.
- III. We fiercely defend intellectual freedom and combine it with responsibility and civility so that all who work and live on our campus can question, criticize, teach, learn, create, and grow.
- IV. We observe the highest ethical integrity in everything we do.
- V. We believe in the importance of working with and learning from those whose backgrounds and views differ from our own.
- VI. We share the belief that neither origin nor economic background should be barriers to participation in the community.
- VII. We are committed to being responsible stewards of our human, intellectual, cultural, financial, and environmental resources.
- VIII. We promote the application of research and teaching to issues of importance for the state, the nation, and the world, and we place learning and discovery in the service of political, economic, social, and cultural progress.

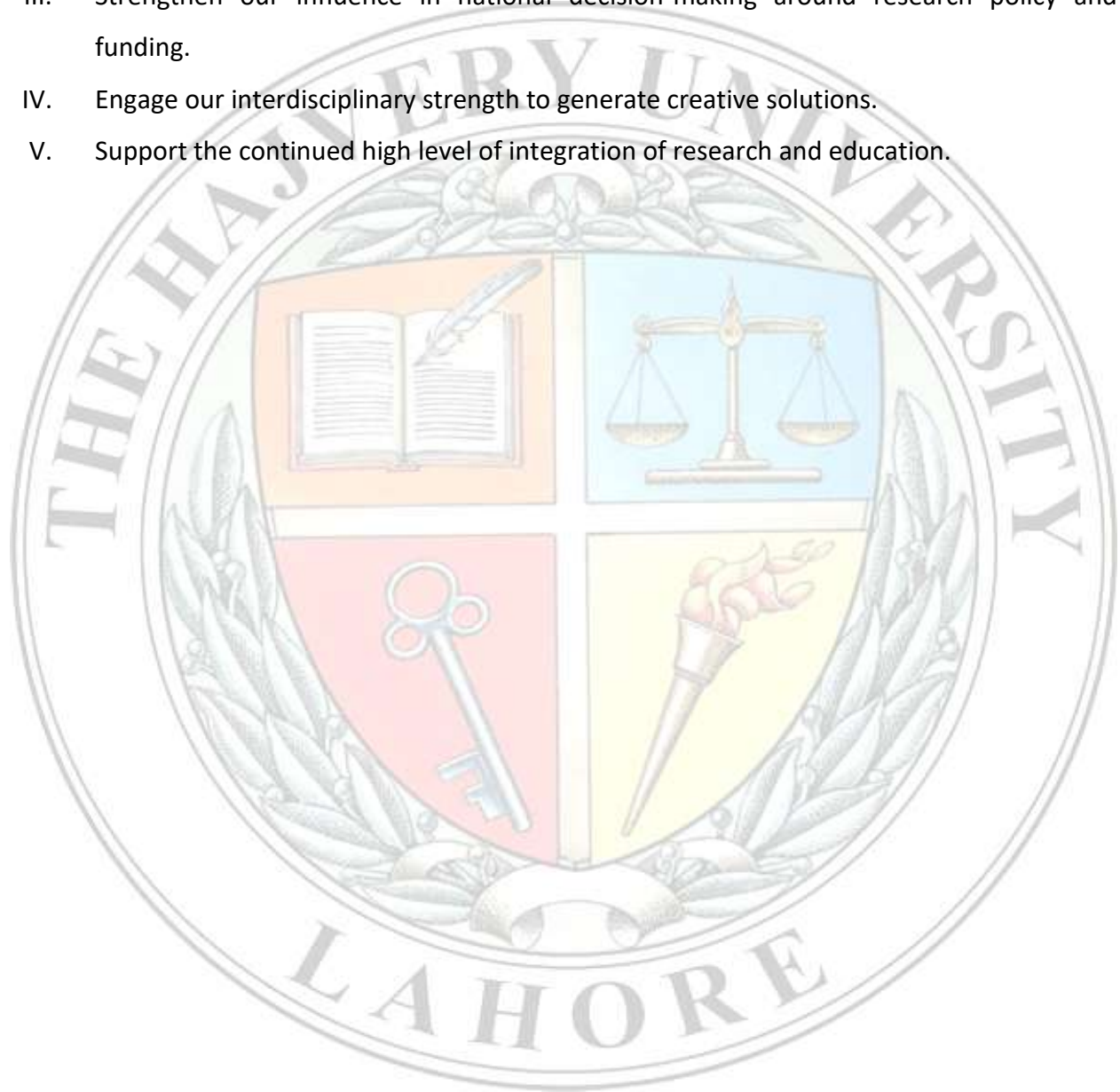
## 1.2 Educational Experience

- I. Improve access and affordability through need-based financial aid, scholarships, and fellowships to ensure socioeconomic diversity and timely completion.
- II. Scale Hajvery's Experience opportunities through innovative classroom environments and active learning, locally and globally, to prepare students for successful careers and lives.
- III. Improve learning outcomes, including reducing time to graduation, for all students.
- IV. Ensure graduate student, professional student, and postdoctoral fellow mentoring, support, and opportunities to enhance their experiences and future success.
- V. Build innovative professional master's-level degrees and other lifelong learning experiences.



### 1.3 Research and Scholarship

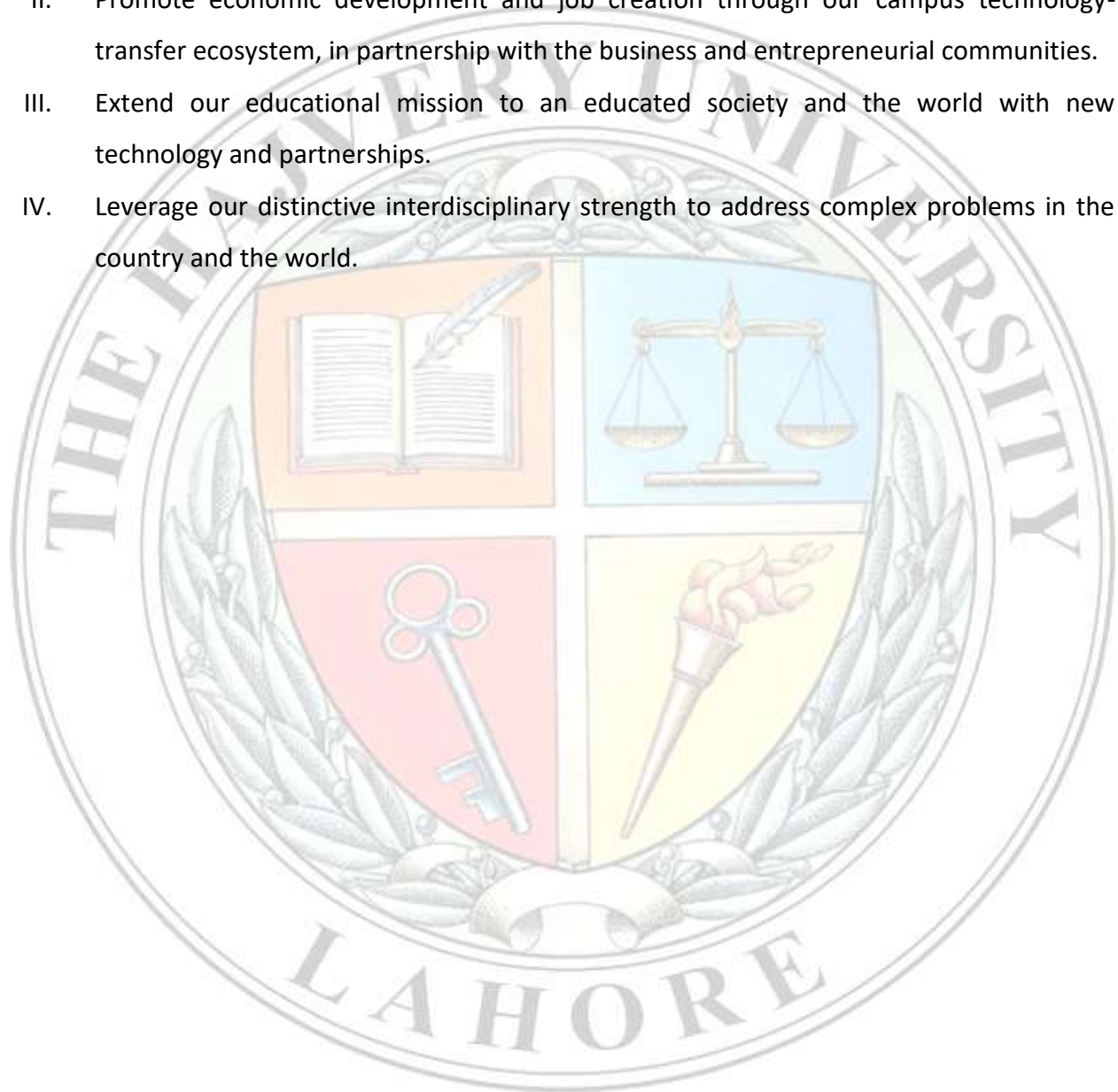
- I. Nurture excellence in research, scholarship, and creative activity across all divisions.
- II. Optimize the research and scholarship infrastructure of the university.
- III. Strengthen our influence in national decision-making around research policy and funding.
- IV. Engage our interdisciplinary strength to generate creative solutions.
- V. Support the continued high level of integration of research and education.





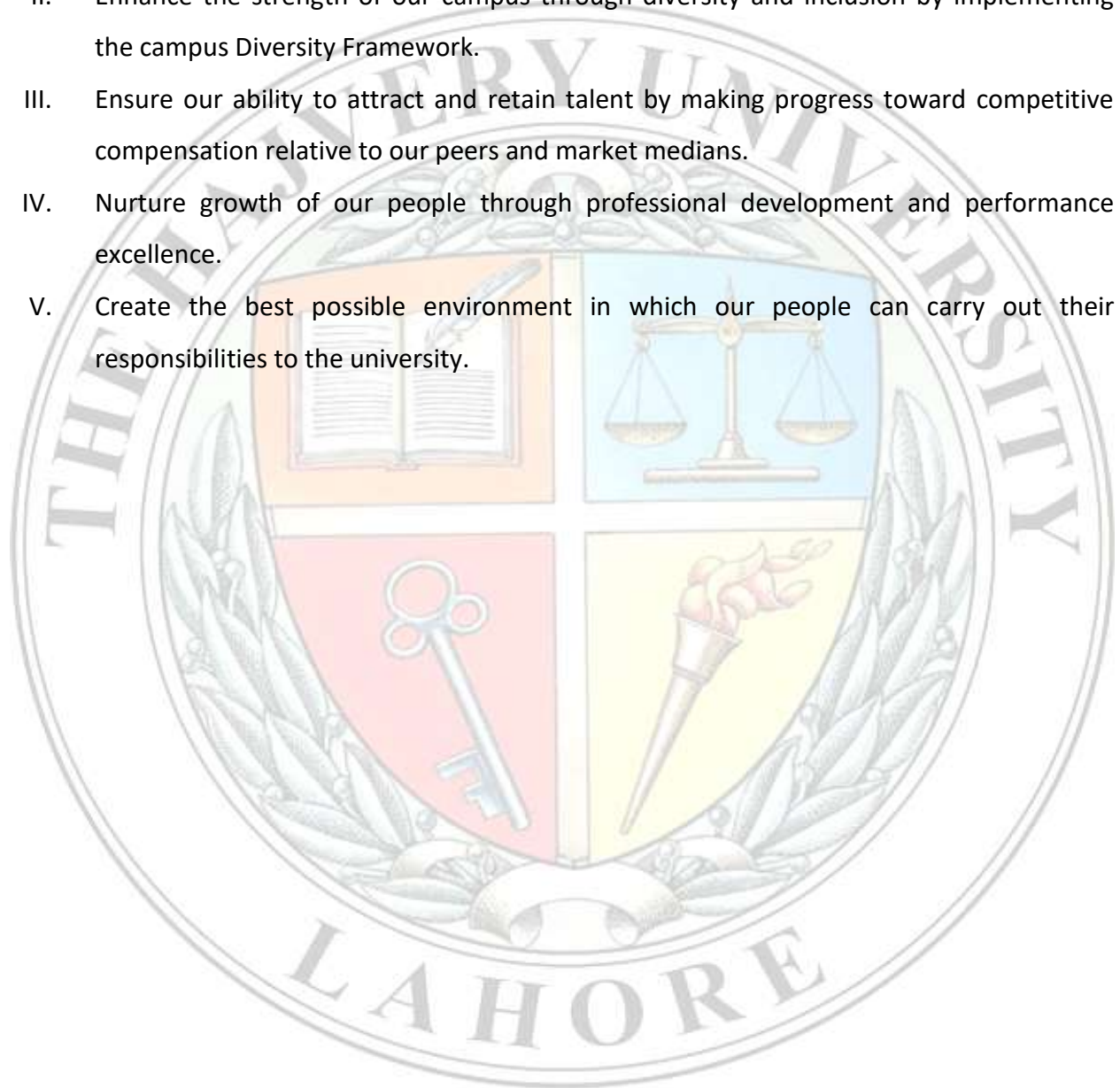
## 1.4 The Hajvery Idea

- I. With the collaboration of Higher Education Commission of Pakistan, Hajvery Group of Colleges, corporations, communities, and government to bring value to our stakeholders.
- II. Promote economic development and job creation through our campus technology-transfer ecosystem, in partnership with the business and entrepreneurial communities.
- III. Extend our educational mission to an educated society and the world with new technology and partnerships.
- IV. Leverage our distinctive interdisciplinary strength to address complex problems in the country and the world.



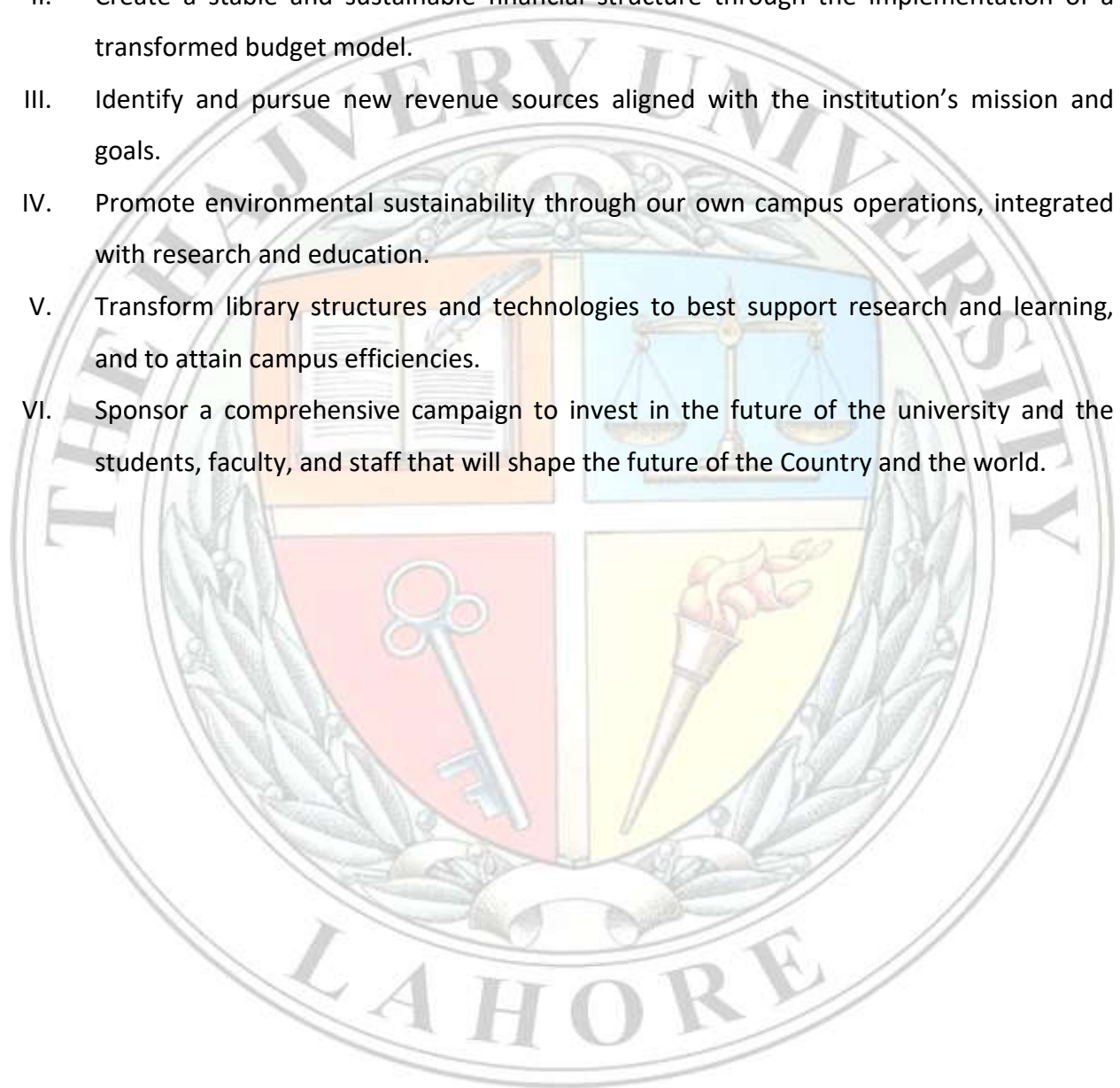
## 1.5 Our People

- I. Ensure Hajvery University has a workforce that is highly talented, engaged, and diverse by implementing our new personnel/human resource system.
- II. Enhance the strength of our campus through diversity and inclusion by implementing the campus Diversity Framework.
- III. Ensure our ability to attract and retain talent by making progress toward competitive compensation relative to our peers and market medians.
- IV. Nurture growth of our people through professional development and performance excellence.
- V. Create the best possible environment in which our people can carry out their responsibilities to the university.



## 1.6 Resource Stewardship

- I. Promote resource stewardship, improve service delivery and efficiency, and ensure administrative capacity.
- II. Create a stable and sustainable financial structure through the implementation of a transformed budget model.
- III. Identify and pursue new revenue sources aligned with the institution's mission and goals.
- IV. Promote environmental sustainability through our own campus operations, integrated with research and education.
- V. Transform library structures and technologies to best support research and learning, and to attain campus efficiencies.
- VI. Sponsor a comprehensive campaign to invest in the future of the university and the students, faculty, and staff that will shape the future of the Country and the world.



## 2. Strategic Initiatives for 2018-2022

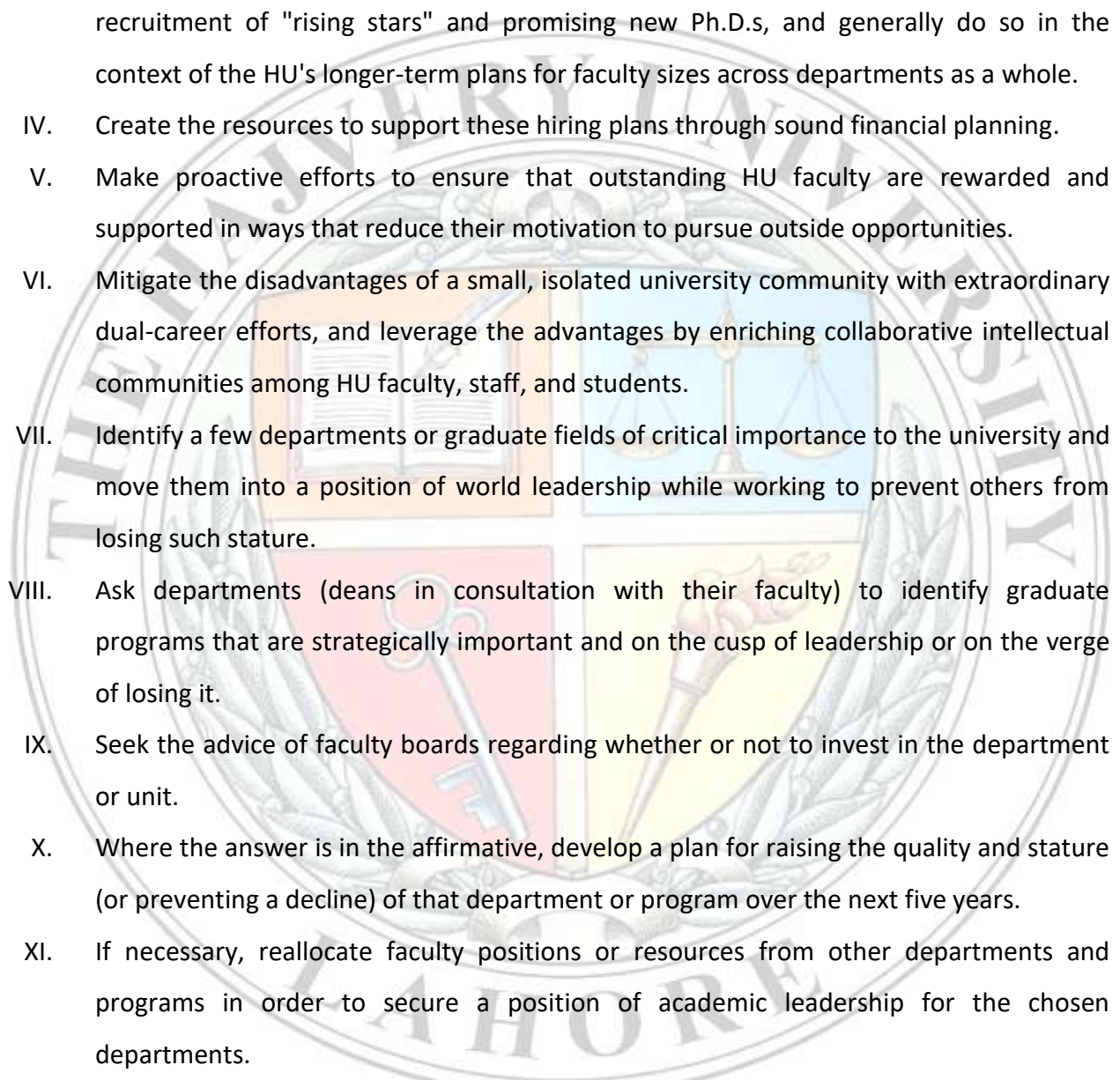
This section proposes university-wide initiatives directed at the main priorities of the strategic plan. The highest priority of this strategic plan is faculty excellence. This is the principal pathway for sustaining and building the preeminence of Hajvery University (HU) and for achieving the longer-term aspiration of this plan. A faculty excellence priority is also timely given the challenge and opportunity of renewing the faculty ranks with changing requirements and inclusion of new departments and faculties. Faculty excellence in this plan means excellence in both scholarship and teaching. As indicated in earlier, teaching excellence is a critical component of faculty excellence.

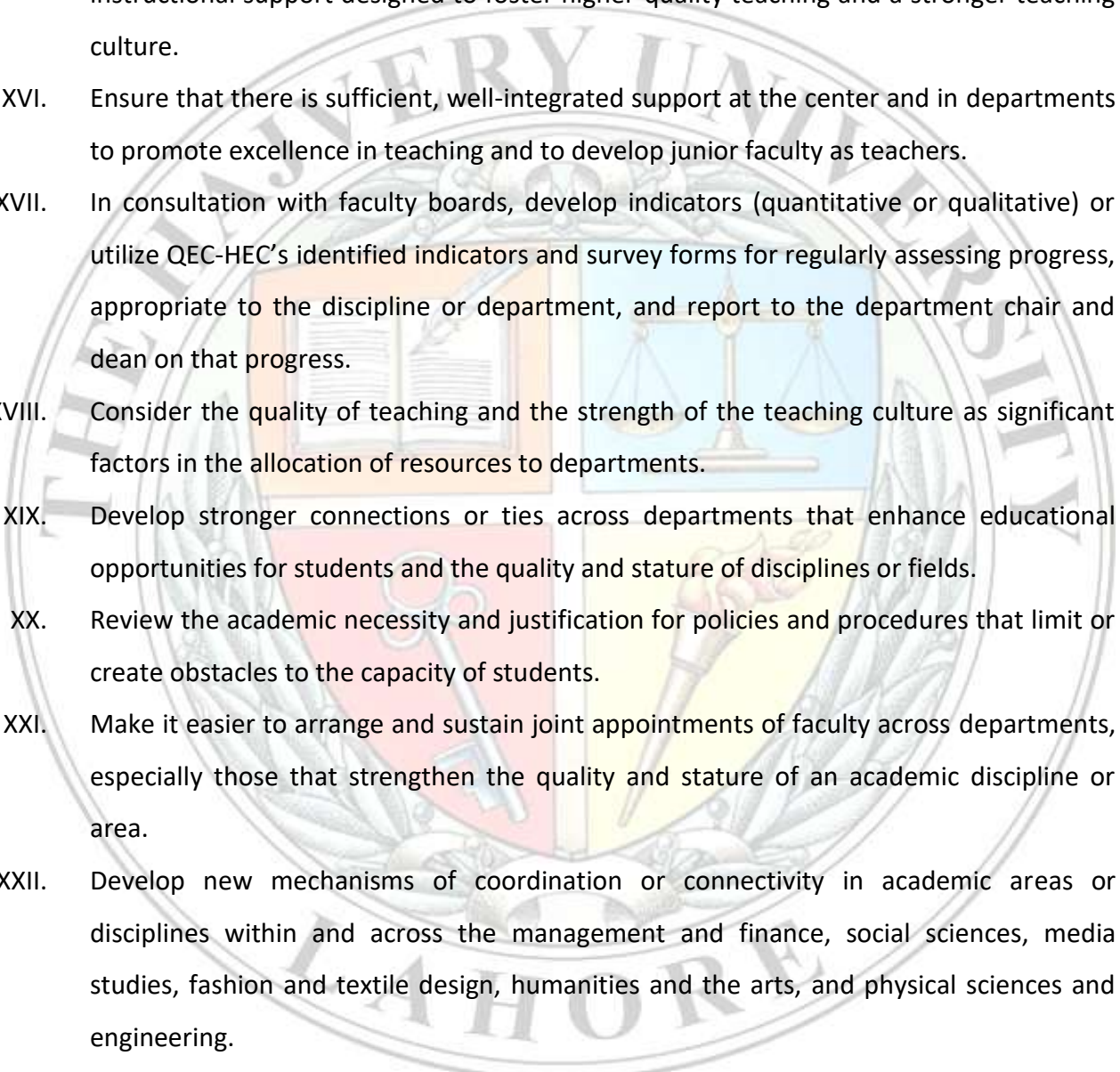
The top-ten aspirations for Hajvery, as a single entity, implies that special attention and focus be given to research, scholarship, creativity, and graduate education over the next five years. These are the principal foundations for university stature and reputation, and they are contingent on the quality of the faculty. The research and graduate education focus must be implemented without sacrificing the centrality and importance of undergraduate education. The Planning Committee believes strongly that there is no necessary trade-off between research and undergraduate teaching; scholarship and teaching are inextricably bound together in a research university. Moreover, HU should continue its efforts to have the very best undergraduate education among first-tier research universities of Pakistan.

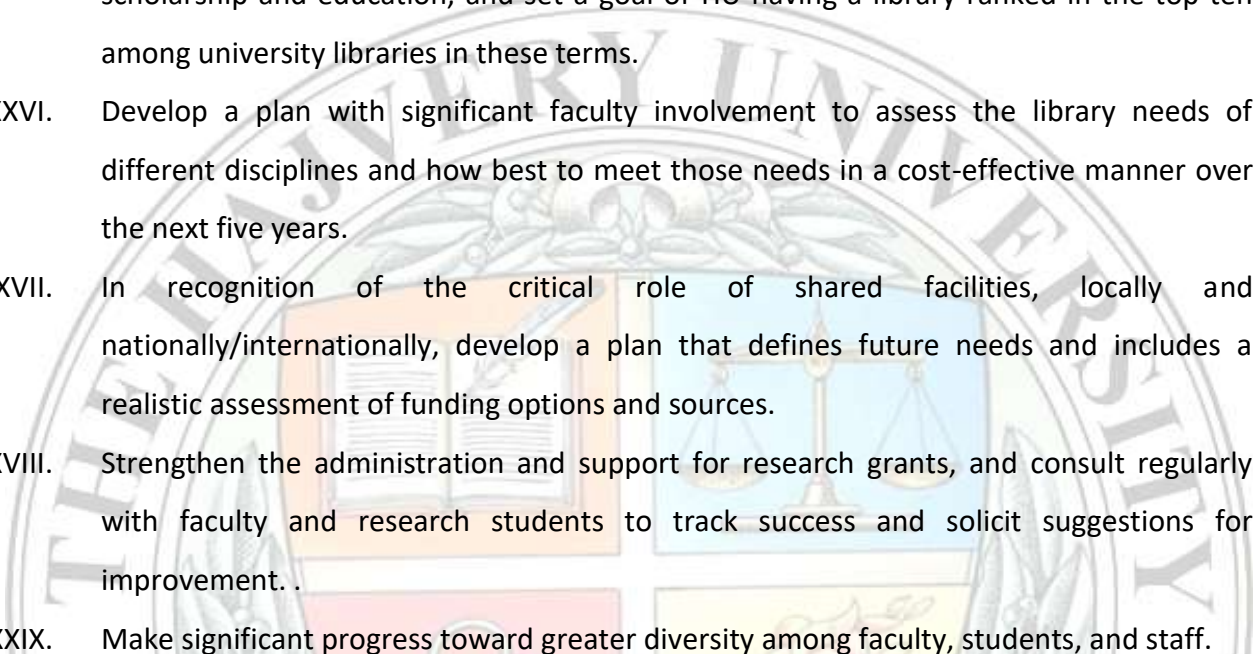
With these priorities in mind, below are strategic initiatives and a series of steps to initiate work on them. These crosscutting, university-wide issues should be addressed by HU as single entity, although the implementation and success of these initiatives will require consultation with and the support of deans and faculty in colleges, departments, and fields. The Planning Committee intends these strategic initiatives to be collaborative efforts involving faculty, deans, and the administration, as well as students and staff where appropriate.

- I. Renew the faculty in the context of academic priorities.



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- II. Identify high-quality academic units of significant importance to the university where the prospect loss or shortage of faculty could disrupt HU's excellence over the next ten years or so.
  - III. Develop multi-year hiring plans for those academic units that emphasize the recruitment of "rising stars" and promising new Ph.D.s, and generally do so in the context of the HU's longer-term plans for faculty sizes across departments as a whole.
  - IV. Create the resources to support these hiring plans through sound financial planning.
  - V. Make proactive efforts to ensure that outstanding HU faculty are rewarded and supported in ways that reduce their motivation to pursue outside opportunities.
  - VI. Mitigate the disadvantages of a small, isolated university community with extraordinary dual-career efforts, and leverage the advantages by enriching collaborative intellectual communities among HU faculty, staff, and students.
  - VII. Identify a few departments or graduate fields of critical importance to the university and move them into a position of world leadership while working to prevent others from losing such stature.
  - VIII. Ask departments (deans in consultation with their faculty) to identify graduate programs that are strategically important and on the cusp of leadership or on the verge of losing it.
  - IX. Seek the advice of faculty boards regarding whether or not to invest in the department or unit.
  - X. Where the answer is in the affirmative, develop a plan for raising the quality and stature (or preventing a decline) of that department or program over the next five years.
  - XI. If necessary, reallocate faculty positions or resources from other departments and programs in order to secure a position of academic leadership for the chosen departments.
  - XII. Create a culture in support of teaching in every department across campus.
  - XIII. Survey policies and procedures used by departments and colleges to support and encourage excellence in teaching, and identify good models on campus.

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- XIV. Ask deans, department chairs, and faculty to assess their policies, procedures and symbolic signals about teaching, using the models identified by QEC-HEC as benchmarks (or others they deem more appropriate for a particular discipline or area).
- XV. Identify departments and programs for improvements in teaching and provide targeted instructional support designed to foster higher-quality teaching and a stronger teaching culture.
- XVI. Ensure that there is sufficient, well-integrated support at the center and in departments to promote excellence in teaching and to develop junior faculty as teachers.
- XVII. In consultation with faculty boards, develop indicators (quantitative or qualitative) or utilize QEC-HEC's identified indicators and survey forms for regularly assessing progress, appropriate to the discipline or department, and report to the department chair and dean on that progress.
- XVIII. Consider the quality of teaching and the strength of the teaching culture as significant factors in the allocation of resources to departments.
- XIX. Develop stronger connections or ties across departments that enhance educational opportunities for students and the quality and stature of disciplines or fields.
- XX. Review the academic necessity and justification for policies and procedures that limit or create obstacles to the capacity of students.
- XXI. Make it easier to arrange and sustain joint appointments of faculty across departments, especially those that strengthen the quality and stature of an academic discipline or area.
- XXII. Develop new mechanisms of coordination or connectivity in academic areas or disciplines within and across the management and finance, social sciences, media studies, fashion and textile design, humanities and the arts, and physical sciences and engineering.
- XXIII. Use internal faculty advisory committees to develop ideas for new synergies across disciplines or disciplinary areas.

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- XXIV. Develop and implement strategically focused, cost-effective enhancements to the infrastructure support for research, scholarship, and creativity-including the libraries, shared research facilities, and the administration of research grants.
- XXV. Define the relevant indicators or measures for assessing the library infrastructure for scholarship and education, and set a goal of HU having a library ranked in the top ten among university libraries in these terms.
- XXVI. Develop a plan with significant faculty involvement to assess the library needs of different disciplines and how best to meet those needs in a cost-effective manner over the next five years.
- XXVII. In recognition of the critical role of shared facilities, locally and nationally/internationally, develop a plan that defines future needs and includes a realistic assessment of funding options and sources.
- XXVIII. Strengthen the administration and support for research grants, and consult regularly with faculty and research students to track success and solicit suggestions for improvement. .
- XXIX. Make significant progress toward greater diversity among faculty, students, and staff.

## **2.1 For Faculty:**

- I. Set explicit goals based on absolute criteria or the pipeline (whichever is greater).
- II. Assess current recruitment policies and practices to determine how they can be changed to generate more diverse candidate pools and to ensure that diversity impact is considered at each step of the recruitment process.
- III. Assign to a person or committee the responsibility for tracking progress and for reporting to the unit chair or department dean.
- IV. Ensure that deans hold departments accountable for progress toward their goals and that the regulatory bodies holds deans accountable for progress in their departments.

## **2.2 For Staff:**



- I. The principles and steps are identical to the above for professional- and management-level positions, given a national market. For other job categories, where markets are local and pools are extremely thin, it is most important to ensure that those in an underrepresented category receive fair consideration.

### **2.3 For Students:**

- I. Strongly connect public engagement with HU's areas of strength in research, scholarship, and education.
- II. Inventory the public engagement components of academic programs social work, professional development, defining these in broad terms.
- III. Identify a range of steps for public engagement in different academic disciplines, departments, or areas and ask departments and their faculty to consider the value and appropriateness of these (or others they deem more relevant) for their programs and their students.
- IV. Develop innovative approaches to public engagement that link the generation of knowledge through research, scholarship, and creativity with the transmission of that knowledge to local communities, at provincial, national and international level.
- V. Determine how best to ensure faculty involvement and leadership in programs involving public engagement.
- VI. Enhance opportunities and reduce any procedural obstacles for students to engage in service learning, study abroad, internships, working with local industries, and the like to create a more dynamic interface between the university and the larger world community.
- VII. Set explicit goals for yearly growth in the proportion of underrepresented less privileged and poor among the graduate student population and in the proportion of women and minorities in professional fields where they are underrepresented.
- VIII. Assess the adequacy of current programs for recruiting minorities and for ensuring a hospitable and supportive environment for minorities on campus.



- IX. Strengthen programs that support, encourage, and recognize the academic achievements of minority students.
- X. Encourage collaboration among departments to develop new, cost-effective ways of sharing knowledge and expertise with the public at large and to connect research with industry, public engagement and education more effectively.

