



SUPERIOR
UNIVERSITY

Leading with Character: From Aspiration to Action

A case of Superior University



Superior
Leading with
Character Project

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The Curator of the Superior Leading with Character Project

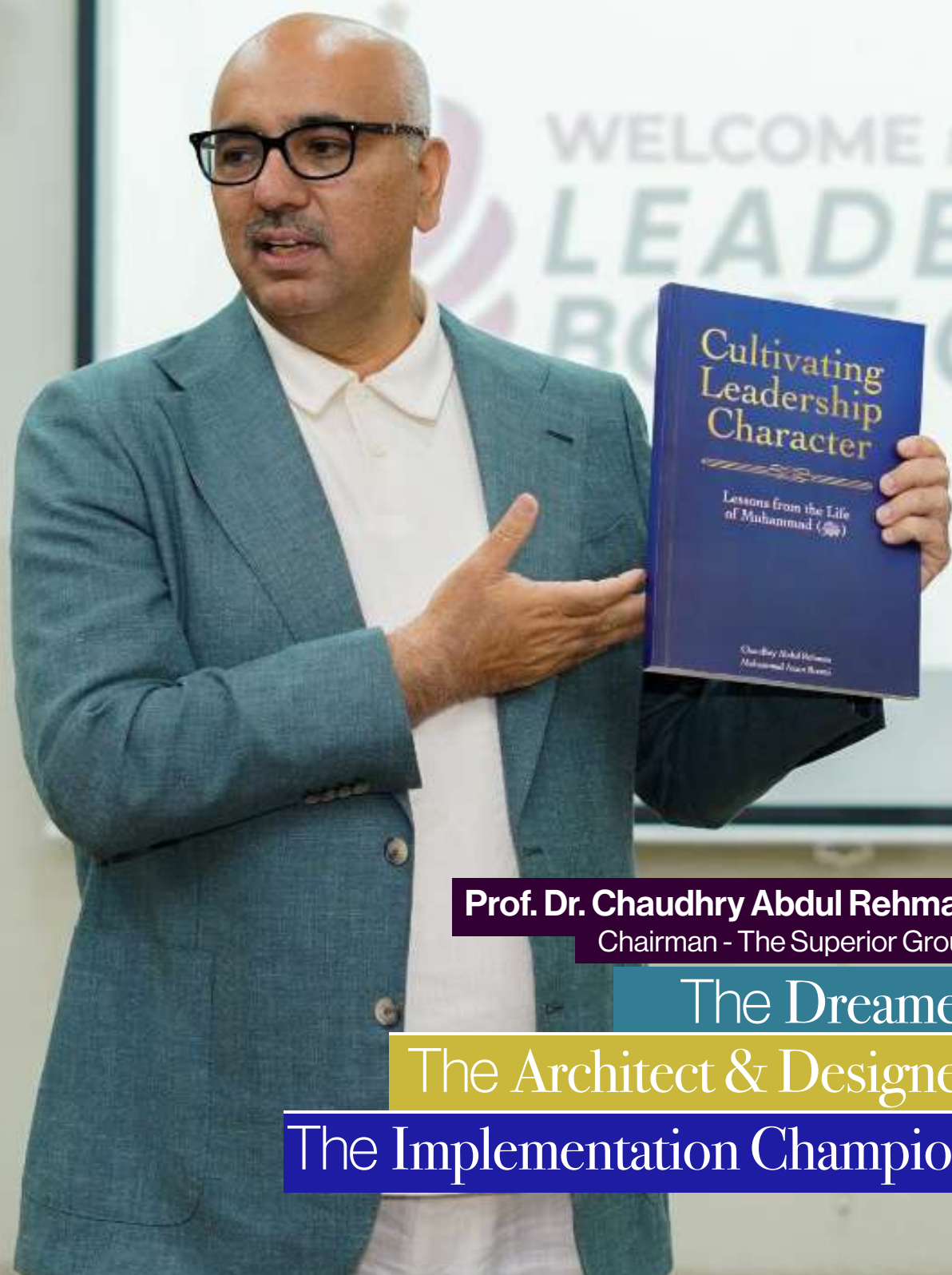
The Super Leading with Character Project at Superior University represents a deliberate and comprehensive response to a pervasive deficit in ethical and moral leadership within Pakistani society, particularly among students and emerging professionals. Unlike conventional administrative reforms, this initiative is grounded in the understanding that leadership excellence requires not only technical competence but also moral and ethical cultivation. In contemporary higher education, where institutional success is often narrowly defined in terms of rankings, financial metrics, and research outputs, Superior University reconceptualized excellence as an integration of competence, character, and conscience.

At the center of this transformative effort is Chairman Superior University, Prof. Dr. Chaudhry Abdul Rehman, a visionary leader whose enduring commitment to student development and national progress has been pivotal. Recognizing that character deficits are systemic and require sustained interventions, he undertook the initiative with extraordinary personal engagement. He led from the front by commissioning and supporting rigorous qualitative and quantitative research to assess the ethical and leadership gaps among students, designing and delivering practical training modules, and investing extensive

time in studying the life of the Prophet Muhammad, peace be upon him, as a moral and leadership exemplar.

Through iterative consultation with national and international academic leaders, Prof. Rehman synthesized these insights into the Prophetic Model of Character-Based Leadership, a framework that integrates Islamic ethical principles with contemporary theories of virtue, leadership, and moral development. The model is not only theoretical but operational, guiding policy, curricula, and institutional culture. Character education has been embedded into the institutional fabric, transforming every student, faculty member, and administrator into both a learner and an exemplar of virtue.

The initiative demonstrates that when visionary leadership, grounded in research and ethical reflection, directs systemic reform, institutions can transition from aspirational objectives to tangible, sustainable outcomes. Under Prof. Dr. Chaudhry Abdul Rehman's stewardship, Superior Leading with Character Project exemplifies how higher education can produce graduates who are not only competent but also ethically responsible, socially conscious, and capable of contributing to the broader moral and developmental progress of society.



Prof. Dr. Chaudhry Abdul Rehman
Chairman - The Superior Group

The Dreamer

The Architect & Designer

The Implementation Champion

Why Character Education Matters in the Twenty First Century

The need to prioritise character building in society and particularly within universities has never been more urgent. Modern higher education emerged from a post World War II paradigm that viewed universities primarily as engines of economic growth, producing a skilled workforce to drive national productivity. Throughout the twentieth century, even as information technology transformed labour markets, universities largely maintained this orientation, emphasising technical competence over holistic human development. However, corporate scandals, environmental degradation, and widening social inequalities exposed the limitations of an education system focused solely on knowledge and skills. This prompted global recognition that universities must cultivate not only capable professionals but also ethical, responsible, and compassionate citizens.

As humanity enters the era of Artificial Intelligence, this imperative deepens. AI enabled learning systems can increasingly impart knowledge and skills more efficiently and at greater scale than traditional classrooms. What technology cannot replicate, however, is the rich moral, social, and emotional formation that occurs through human interaction, mentorship, and community life. In a future shaped by machine learning, big data, and immersive digital environments, the ethical orientation of individuals including integrity, responsibility, empathy, and stewardship will determine

whether technological progress leads to human flourishing or moral fragmentation. Universities therefore remain irreplaceable spaces for nurturing the character that anchors human judgment amid digital complexity.

For Pakistan, character education is especially critical. While Pakistani professionals have excelled globally, concerns regarding work ethic, reliability, and civic behaviour persist. Recent incidents of unrest, vandalism, and impulsive collective action reveal deeper gaps in moral development. Universities must therefore assume a renewed mission to cultivate graduates who embody ethical strength, emotional maturity, and a commitment to the common good. In doing so, they will not only prepare individuals for success but also contribute to a more peaceful, just, and cohesive society.

Character is the moral architecture of a person, the values, virtues, and principles that guide decisions, relationships, and patterns of behaviour. It shapes virtues like resilience, leadership, purpose, humility, and social responsibility.

Our Response to the Gaps in Character Formation and Ethical Leadership in Higher Education

Taking Stock of Seminal and Contemporary work on Character

From seminal philosophy to contemporary research, the literature abounds that character is grounded in the cultivation of virtues.

In response to the prevailing lack of focus on character development in higher education and the rising ethical leadership dilemmas in society, we began by engaging deeply with existing literature, drawing on both seminal and contemporary scholarship. Our aim was to learn from earlier work, collate its essential insights, and enrich them for modern educational needs. Foundational ideas originate from Aristotle, who defined virtues as the basis of individual and societal flourishing and stressed practical wisdom for navigating tensions between competing values. The Jubilee Centre at the

University of Birmingham, working with the Oxford Project, advanced this tradition by introducing performance strengths alongside civic, intellectual, and moral virtues. Peterson and Seligman further contributed by identifying twenty-four universal character strengths across global traditions, forming the VIA Classification. Contemporary scholarship, including Mary Crossan's work with global CEOs, underscored judgment as a central virtue for ethical leadership. Together, these works shaped the foundations of our framework.

Scholarship of the Field:

Aristotle, Peterson and Seligman, May Crossan, Jubilee Centre, Oxford Project

Validating and Enriching Insights through Primary Research

Our Research Demonstrates that Character Development Begins with Educators Who Model Virtue for Students

To complement our review of existing scholarship, we conducted primary research to validate and contextualise these insights within our own educational environment. Interviews with industry leaders helped identify the character shortcomings they observed in graduates, while surveys from students and faculty captured internal perceptions of character gaps within universities. Students reported concerns in their teachers such as favouritism, limited empathy, inconsistent behaviour, low emotional intelligence, and weak modelling of

ethical conduct. Faculty, in turn, highlighted issues among students including low commitment, poor responsibility, weak discipline, lack of respect, and limited resilience under pressure. Taken together, the findings pointed to a clear pattern. The character gaps visible in students were closely connected to the gaps present in their educators. This reinforced the insight that genuine character development requires educators who consistently embody the virtues they aim to cultivate in their learners.

Student Survey: 1709

Faculty Survey: 413

Industry Survey: 721

Embedding Character at the Core of Superior University's Ethos

The significance of character inspired us to make it pivot of our ethos, and revising University's mission for realigning institutional efforts on nurturing character alongside building competencies.

After recognizing the prevailing challenges in character development and their critical significance for students and society at large, we decided to embrace character as a central pillar of our ethos. It became evident that intellectual knowledge and technical competence alone cannot prepare students to navigate the ethical, social, and professional complexities of the modern world. It was realized that Character is essential for developing future-ready, 21st-century graduates capable of contributing meaningfully to a prosperous society. In response, the university revised its mission to embed character development across institutional culture, governance, curricula, and co-curricular activities. By placing character at the heart of its philosophy, our aim was to affirm that education is a transformative process

that develops competences among student and nurtures virtuous, reflective, and socially responsible individuals equipped to lead, innovate, and shape a just and thriving society.

Our revised mission statement reads as follows:

“ We are committed to transform the lives of our students, faculty, staff, and alumni by providing an excellent learning and research environment that ensures success in their personal, professional, and spiritual lives. We believe in developing ‘Superheroes’ who create social and economic impact by exhibiting Character Mastery and an Entrepreneurial Mindset to build a thriving community. ”

Development of Superior Character Mastery Framework

The integration of theory and empirical insight paved way to development of a robust and research informed framework of Character Development

Combining the insights from our literature review and primary research, we developed an indigenous model of character development, referred to as the Superior Character Mastery Framework. This framework builds extensively on the foundational work of Peterson and Seligman, incorporating all twenty-four character strengths and six virtues, while diverging in critical ways to address observed gaps. Integrity is elevated from a character strength under courage to a major virtue in its own right, aligning with Islamic thought and the life of the Prophet Muhammad (PBUH), whose integrity was central to his leadership

and influence. The framework also integrates practical wisdom, or phronesis, as a meta-virtue to harmonize and balance other virtues in complex situations, addressing a limitation in prior models. Grounded in empirical findings, the Superior Character Mastery Framework encompasses seven core virtues—wisdom and knowledge, courage, integrity, justice, temperance, humanity, and transcendence—each contributing to the cultivation of practical wisdom and offering a holistic, theoretically sound, and practically applicable model for character development.

Stakeholder Consultation in Rector Conference and Action Learning

Character education succeeds when there is Role Model who has lived the Character Virtues and Inspired others to follow

The Superior Framework of Character Mastery was presented at the Rector Conference 2024 and round tables of Rector Conference 2025 for wider stakeholder consultation, where Vice Chancellors, Rectors, and senior leaders from higher education institutions across Pakistan and abroad gathered to discuss the implications and growing need for character education. Feedback on the model was also sought from the Jubilee Centre and the Oxford Project. Simultaneously, the framework was implemented at Superior University, where an implementation plan was developed using Aristotle's seven strategies for character formation: habituation,

role modelling, practical wisdom, emotional regulation, community, storytelling, and reflective practice. This extensive stakeholder consultation and action learning process helped us realise that the true solution lies not only in designing a character framework but in cultivating leadership character across all tiers of higher education and, ultimately, society. Furthermore, it became clear that the virtues recommended in seminal and contemporary literature remain aspirational unless we are able to find and uphold a role model who has actually demonstrated these virtues in real life.

Round Tables: 11

VCs and Rectors: 146

International Delegates: 31



Cultivation of Leadership Character through Lessons from the Life of Muhammad (PBUH)

By grounding character research in leadership, we discover that the virtues demonstrated by Prophet Muhammad صلى الله عليه وآله وسلم are universal, timeless, and offer a proven model of success for generations to come.

From our action learning experience during the implementation of the Superior Character Mastery Framework, and through extensive stakeholder consultation, we learned that the growing decline of character in society, and particularly among students, is deeply rooted in the absence of character-based leadership. Leadership today is suffering from a profound crisis of character because modern systems often prioritize charisma, authority, and positional power over integrity, humility, and service. This shift has weakened trust, damaged institutional culture, and resulted in widespread ethical failures. As scholars such as Cross and Covey note, authentic leadership must be grounded in moral conviction and accountability, without which excellence cannot be sustained.

Secondly, when the debate of character moves toward ideal virtues, the counter-argument often emerges that such virtues form a wish list and that practicing all of them may not even be possible in real life. This creates the need for a role model who not only demonstrated the full spectrum of character virtues but also achieved the promised personal, professional, and societal success that these virtues are meant to cultivate. Accordingly, we decided to take stock of history and identify the individual who truly met this criterion. Both religious scholars like Joel Hayward and historians such as Michael Hart agree that Prophet Muhammad صلى الله عليه وسلم stands as the most influential human being in recorded history. This insight turned our attention towards the need to deeply study his life in order to derive a virtue-based model of leadership, exploring how various character traits were implemented in practice and how they consistently produced

transformative results.

Through this inquiry emerged the Prophetic Leadership Model, built upon twelve core virtues that shaped his unmatched impact. These virtues, including faith, honesty, self-control, empathy, courage, wisdom, sincerity, patience, justice, humility, gratitude, and service, provide a practical and timeless blueprint for modern leaders. His leadership demonstrates that moral excellence is not aspirational theory but a lived reality that can uplift individuals, institutions, and entire societies. This model now forms the foundation of our Superior Leading with Character Project, guiding our mission to cultivate virtue-driven leaders for Pakistan and the world.

The Prophetic model operates through an insideout progression: self-mastery precedes social influence; personal virtue precedes organizational reform. As Aristotle argued in *Nicomachean Ethics*, excellence is not an act but a habit. The Prophet transformed these habits into institutions—his mosque became a university, his sermons became constitutions, and his character became policy. Hence, the Prophetic framework is not merely theological; it is psychologically and socially grounded. It aligns with modern frameworks such as Daniel Goleman's emotional intelligence and Boyatzis and McKee's resonant leadership, which emphasize empathy, self-regulation, and hope as drivers of sustainable influence.

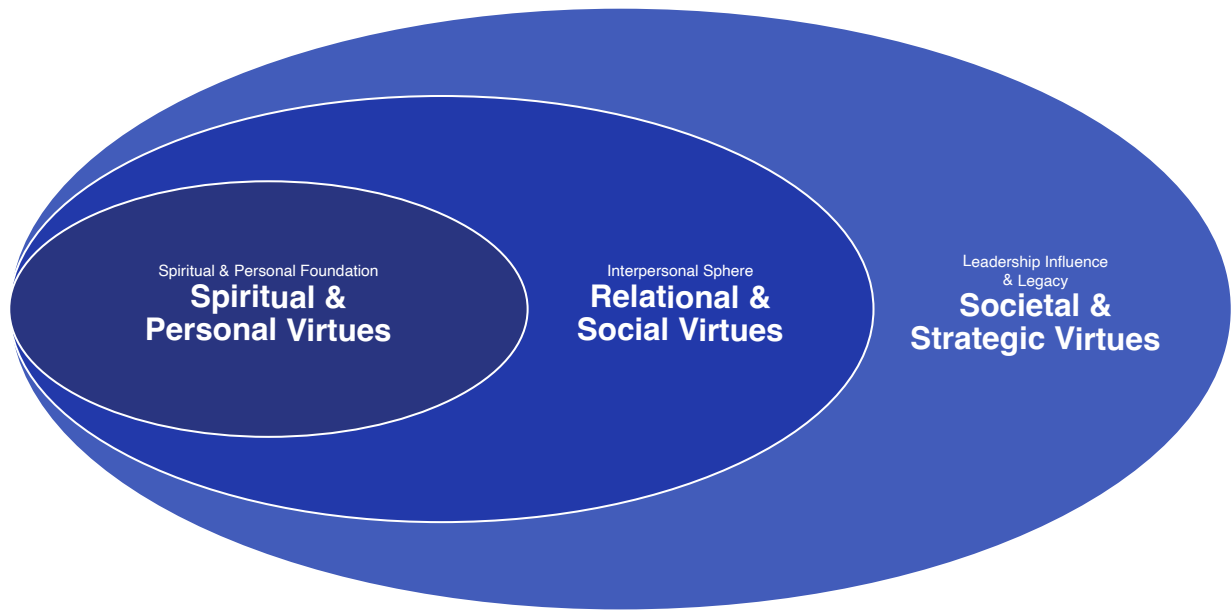


Figure - 01: The Prophetic Model of Character Based Leadership

Spiritual & Personal Virtues

These form the inner strength and foundation of character.

1. Belief in Allah
2. Honesty and Integrity
3. Responsibility and Accountability
4. Self-Control
5. Patience and Gratitude

Relational & Social Virtues

These guide how a leader interacts and influences others directly.

6. Empathy and Compassion
7. Humility and Service
8. Forgiveness and Reconciliation

Societal & Strategic Virtues

These define how a leader transforms systems and communities.

9. Justice and Fairness
10. Courage and Drive
11. Inclusivity and Brotherhood
12. Wisdom and Strategic Vision

Sphere One: Personal and Spiritual Foundation

The journey of leadership begins with the inner life of the leader. Before guiding others, leaders must first cultivate personal virtues that anchor their character. This stage emphasizes higher purpose, integrity, responsibility, and selfdiscipline. Without such grounding, leadership becomes fragile, vulnerable to ethical lapses, and easily swayed by external pressures. Prophetic traditions remind us that authentic leadership is built on selfdiscipline, moral clarity, and deep reflection. A leader rooted in virtue can remain steadfast in adversity and inspire others through authentic action rather than rhetoric.

The personal foundation is shaped by five core virtues:

Belief in Allah

Faith provides the ultimate moral compass and sense of higher purpose. It instills humility, reminding leaders that they are stewards, not absolute rulers. Reliance on divine wisdom enables decisions marked by justice, compassion, and sincerity.

Honesty and Integrity

Trust is the cornerstone of leadership. By upholding truthfulness in all dealings, leaders earn credibility and moral authority. Integrity ensures consistency between words and actions, creating a foundation of lasting confidence.

Responsibility and Accountability

True leaders embrace leadership as a trust (amanah). They accept responsibility for outcomes and hold themselves accountable before both people and God. Accountability fosters transparency, justice, and trust in leadership.

Self Control

The ability to regulate emotions, desires, and impulses is essential for wise leadership. Leaders who practice self-control remain composed under pressure, make rational decisions, and exercise power with wisdom rather than ambition.

Patience and Gratitude

Leadership often demands endurance through hardship, delay, and opposition. Patience enables perseverance without losing sight of long-term goals, while gratitude nurtures optimism, resilience, and appreciation even in times of scarcity.

The life of Holy Prophet (PBUH) stands as irrefutable evidence that character is the true foundation of leadership, offering a timeless and proven model for guiding individuals and societies toward lasting excellence.

Sphere Two: Interpersonal

Once a leader has established a strong personal foundation, the next stage focuses on how those inner virtues are expressed in relationships and decisionmaking. Leadership is not only about personal discipline but also about how one connects with others, understands their needs, and fosters collaboration. This stage emphasizes empathy, humility, and service as the hallmarks of authentic influence.

The Prophetic Model teaches that leadership is not about command and control, but about service and empowerment. True leadership is measured by the ability to uplift others, create opportunities, and ensure justice. Leaders who master this stage build trust-based relationships and cultivate environments of respect, fairness, and cooperation. By prioritizing ethical decisionmaking, they inspire loyalty and dedication, becoming sources of unity and guidance rather than fear or division.

The interpersonal sphere is defined by three key virtues:

Empathy and Compassion

Effective leaders consider not only logic and strategy but also the human impact of their decisions. Empathy allows them to see through the eyes of their followers, understand struggles,

and respond with sincerity. Compassion ensures that leadership is exercised with kindness rather than arrogance. Leaders who listen, acknowledge concerns, and support others in difficulty foster deep trust and commitment.

In the life of the Prophet Muhammad (PBUH), we find the ultimate model of Character Leadership, a life of empathy, justice, and integrity, lighting the way for seekers of moral perfection.

Prof. Dr. Chaudhry Abdul Rehman
Chairman, The Superior Group



Humility and Service

Leadership is not a privilege but a responsibility to serve. The greatest leaders do not seek power for personal gain but view leadership as an opportunity to uplift those they guide. Humility keeps leaders open to learning, willing to admit mistakes, and appreciative of others' contributions. Service-oriented leadership ensures that decisions prioritize the wellbeing of the community, inspiring genuine respect and loyalty.

Forgiveness and Reconciliation

Conflict and misunderstanding are inevitable in leadership. A wise leader does not cling to grudges or seek vengeance but embraces forgiveness as a path to healing and progress. Forgiveness allows leaders to move beyond past mistakes—both their own and others'—and focus on growth. Reconciliation strengthens relationships, prevents divisions from deepening, and creates an environment where people feel safe to take responsibility, learn, and work together toward shared goals.

Sphere Three: Leadership Influence & Legacy

The final stage of leadership extends beyond immediate influence to the broader impact a leader leaves behind. True leadership is not confined to managing the present; it is about shaping the future in ways that endure long after the leader's tenure. At this stage, leaders are guided by profound virtues such as justice, courage, inclusivity, wisdom, and a commitment to societal wellbeing. Their focus shifts from personal achievement to systemic transformation, ensuring that the values, institutions, and people they nurture continue to thrive for generations.

The societal and strategic sphere is defined by four key virtues:

Justice and Fairness

A leader's legacy rests on justice. By ensuring equitable treatment for all, leaders build systems rooted in integrity and transparency. Their decisions are not swayed by bias or pressure but anchored in ethical principles that foster trust, stability, and long-term progress.

Courage and Drive

Transformational leaders possess the courage to challenge the status quo and the determination to see their vision through. They do not avoid difficult or unpopular choices when these serve the greater good. Their resilience inspires others to push beyond limitations and pursue meaningful change.

Inclusivity and Brotherhood

A leader's influence is magnified when they embrace inclusivity and unity. By valuing diverse

perspectives and ensuring all voices are heard, they cultivate belonging and mutual respect. Their leadership extends beyond individual ambition to collective progress, ensuring no one is left behind.

Wisdom and Strategic Vision

Character-based leaders do not merely react to challenges—they anticipate them. Their wisdom enables well-calculated decisions aligned with long-term objectives, while their vision ensures adaptability and sustainability. They mentor future leaders, equipping them with the values and foresight to carry the mission forward.

The twelve core virtues are chosen for their repeated affirmation across the Sirah, Hadith, and Qur'anic tradition, and proven transformative power in the life of Prophet Muhammad صلى الله عليه وسلم

Superior Leading with Character has created a paradigm shift in our university culture, strengthening responsibility, stewardship, teamwork and commitment to transforming our students and society at large

Prof. Dr. Sumaira Rehman
Rector, Superior University



Our Strategies for Cultivating Character among Faculty & Staff in the University

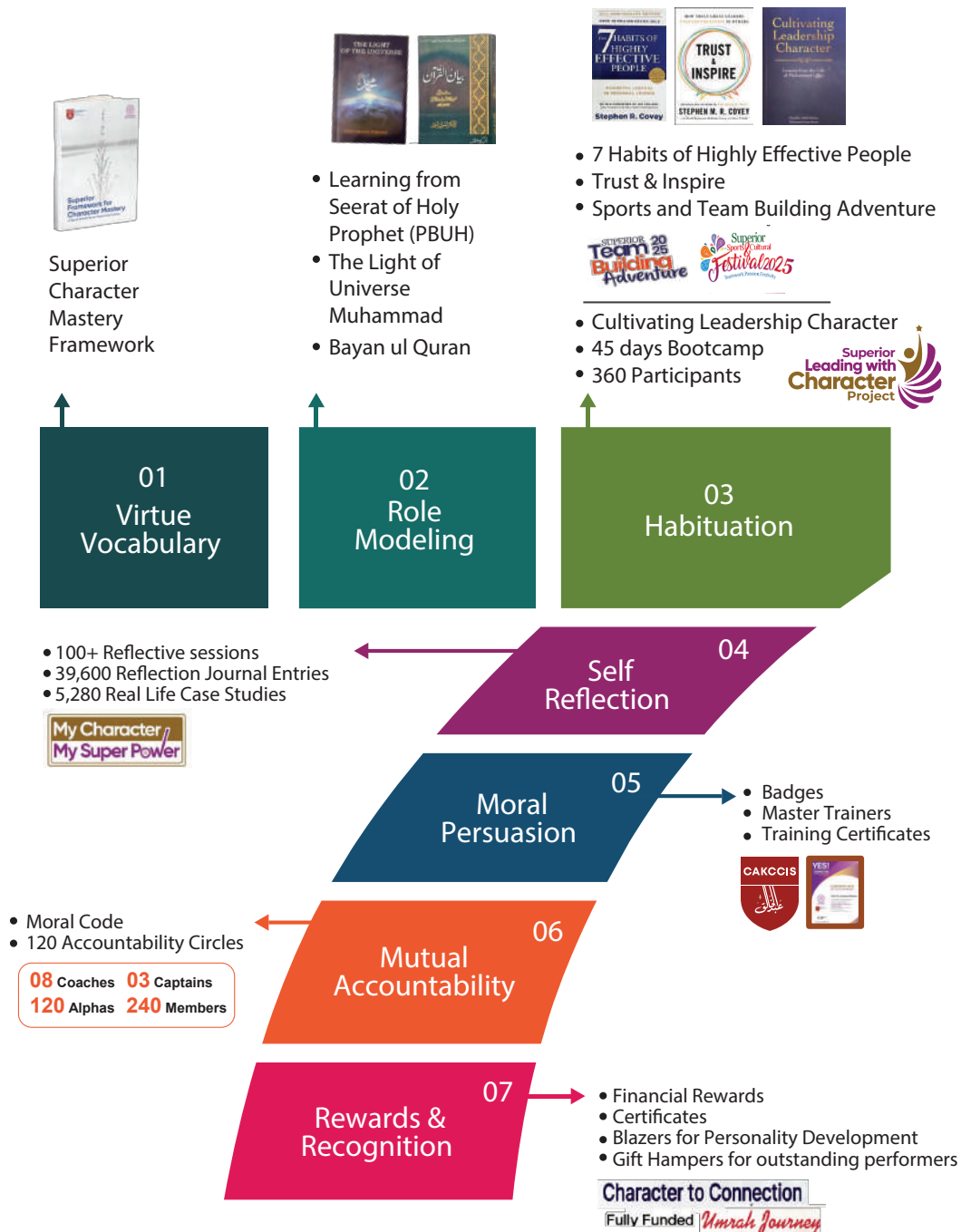


Figure - 02: Seven Strategies

Building on Aristotle's seven strategies of character building, Superior University launched diverse yet coordinated initiatives to nurture traits such as integrity, ethical leadership, and sustained moral excellence, ensuring that character formation becomes deeply embedded in institutional culture. An overview of these strategies follows:

1. Virtue Vocabulary

Through an extensive review of character literature and triangulation with primary research, the Super Leading with Character Project was developed. It introduces faculty, staff, and students to essential ethical concepts, establishing a shared vocabulary for virtues, integrity, and moral reasoning. This conceptual base informs all subsequent activities, emphasizing the meaning and application of virtues in personal, professional, and societal contexts.

2. Role Modeling

Action research and literature confirm role modeling as the most effective strategy for character development. Learning through observation and emulation is central, and both religious and secular sources highlight the life of the Holy Prophet (PBUH) as the supreme example of character excellence. Participants study curated texts such as *The Light of the Universe* and *Bayan ul Quran*, reflecting on the Prophet's humility, service, and moral courage. This strategy reinforces that character grows not only through instruction but through witnessing principled role models.

3. Habituation

Habituation strengthens the consistent practice of virtuous behavior and leadership skills. Participants engage in sports, team-building adventures, training programs, and boot camps. Transformative readings such as *The 7 Habits of Highly Effective People* and *Trust & Inspire* help translate ethical understanding into habitual action, reinforcing collaboration, resilience, and ethical decision-making.

4. Self-Reflection

Continuous introspection is cultivated through over 100 structured reflective sessions. Participants maintain journals containing nearly 39,600 entries and document more than 5,000 real-life case studies. This sustained reflection builds ethical discernment, self-awareness, and alignment between personal behavior and moral standards.

5. Moral Persuasion

Through formal training, certified master trainers, and the Character Badge system, participants learn to positively influence peers and communities. Certificates acknowledge both competency and the ability to advocate for ethical behavior, preparing participants to serve as agents of moral change within their environments.

6. Mutual Accountability

Mutual accountability reinforces collective character development. Structured moral codes and accountability circles, comprising 3 coaches, 5 voice coaches, 3 captains, 120 team leaders (alpha), and 240 members, ensure participants hold one another responsible for ethical commitments. This creates a supportive environment where integrity, teamwork, and responsible conduct are continuously strengthened.

7. Rewards and Recognition

Recognition systems motivate and reinforce desired behaviors. Participants receive financial rewards, certificates, personality-development blazers, and gift hampers. Outstanding performers are granted fully funded Umrah journeys through the Character-to-Connection initiative, with the largest reward being institution-funded pilgrimages for 329 participants—reflecting deep commitment to honoring moral excellence.

Developing Faculty and Staff as Character Educators

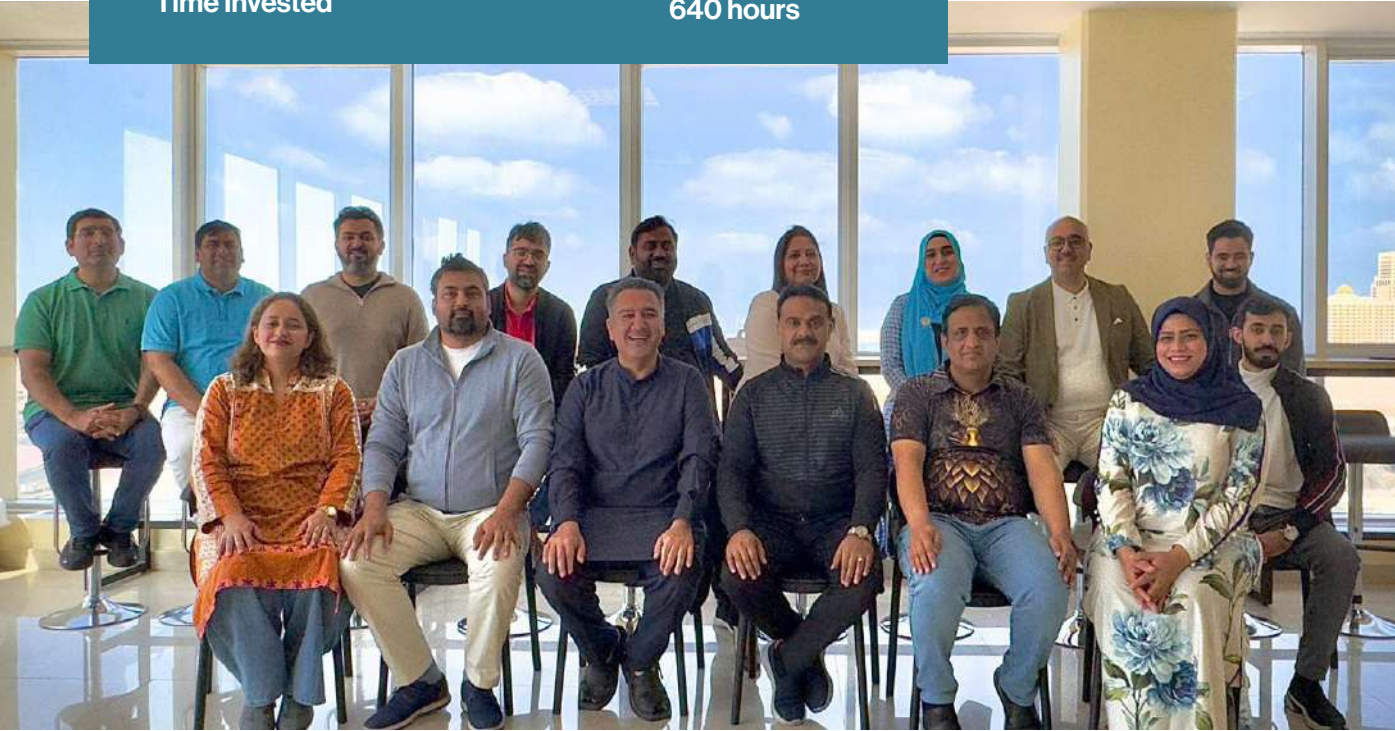
For students, learning character comes through observation and engagement with faculty

10 Day Dubai Leadership Bootcamp (January 2024)

The journey of Superior Leading with Character Project began with a bold and foundational experiment, a ten-day residential leadership bootcamp in Dubai that invited reflection on the deeper purpose of higher education. Rather than starting with curriculum reform, the process began with the people who shape culture and influence direction. The core leadership team consisted of 16 members were intentionally placed in an environment away from routine to explore a fundamental question: is a university responsible only for academic knowledge, or also for cultivating virtue, ethical leadership, emotional maturity, and responsible citizenship in its students?

Throughout the bootcamp, participants engaged with the Trust and Inspire leadership philosophy, which encouraged a shift away from authority-driven thinking toward humility, care, and trust-centred leadership. Daily reflective discussions, self-assessments, personal journaling, and group conversations allowed leaders to examine their own actions, assumptions, and behavioural patterns. As they lived and learned together, a gradual shift emerged in how leadership was perceived. It began to be understood not as control, but as the responsibility to develop people and model character through everyday decisions.

Participants (Core Team Members)	16
Duration	10 Days
Time Invested	640 hours



Character Leadership Training

(February 2024 to October 2024)

Following the insight developed during the Dubai leadership bootcamp, Superior Leading with Character Project moved from realization to structured action. The understanding that character development must begin with leadership was now translated into a continuous training program for 72 members, including Deans, Directors, and Heads of Departments. This phase aimed to transform top management into ambassadors of character who not only understand virtues but practice them in decision making, supervision, and daily interaction. It built upon the learning outcomes of the Superior Leading with Character Project by shifting the experience of character from an intensive environment to long term behavioural cultivation within the university setting.

Weekly workshops became spaces for reflection, dialogue, and accountability. Leadership circles encouraged open discussion on ethical dilemmas and personal growth while journals created a habit of self awareness and emotional regulation. Participants studied the 7 Habits of Highly Effective People, Trust and Inspire, Seerah

based leadership, Tafseer Bayan ul Quran, and the Superior Character Framework. These texts provided intellectual grounding while lived practice brought depth and meaning to the learning.

Kalam Residential on Character Leadership

(October 2024)

The final stage of the Character Leadership training was a transformative residential bootcamp in Kalam, attended by 72 Deans, HoDs, and Directors. This intensive retreat combined deep reflection, targeted leadership trainings, and structured sports activities to nurture character, strengthen discipline, and build unity among participants. The immersive environment allowed leaders to step away from routine pressures, connect with one another, and internalize the values essential for guiding others. Through this experience, the leadership team was fully prepared and aligned to lead the character development journey for all faculty and staff across the university.

Participants (Deans & HODs)	72
Duration	28 weeks
Time Invested	28,656 hours



Faculty and Staff Character Training

(November 2024 to June 2025)

With leadership aligned and committed with Super Leading with Character Project, the next transformation was to extend character education to those who interact with students every day, focusing on faculty and administrative staff, recognising them as the living curriculum of the university. If leaders set direction, it is the faculty who translate that direction into daily behaviour, teaching practice, and student experience. This phase, therefore, became the most expansive and operational stage of the movement.

Over 725 faculty and staff members participated in weekly training, reflection circles, journaling exercises, and assessment based learning engagements. They studied the 7 Habits, Trust and Inspire, the Superior Character Framework, Seerah based leadership principles, and Tafseer Bayan ul Quran. Through written and

oral assessments as well as a grand quiz at completion, participants were encouraged to convert theory into introspection and introspection into action. The aim was to make virtues visible in classrooms, meetings, and campus culture.

Faculty members began observing themselves more intentionally. They documented weekly reflections, discussed ethical challenges openly, and supported one another in practicing patience, responsibility, and humility. This phase shifted character from concept to community practice. It empowered educators to become character carriers rather than content deliverers, ensuring that students learned values by witnessing them lived. Super Leading with Character Project for faculty and staff firmly rooted character education into the heartbeat of the university.



Participants
Duration
Time Invested

725
28 Weeks
121,800 hours

45 Day Leadership Bootcamp

(June & July 2025)

As faculty and staff grew in awareness and practice through Character Training, the next step was to strengthen consistency, discipline, and personal accountability. Phase 4 introduced a 45 day leadership bootcamp designed to help 360 participants cultivate Prophetic virtues through daily habit formation. The earlier phases built understanding and reflection, while this one focused on repetition, behaviour training, and transformation through routine. Character became something practiced every morning, every conversation, and every decision rather than something only studied.

Participants were given daily reading portions, reflective prompts, and weekly virtue cultivation challenges. They recorded personal experiences, wrote case studies, tracked behavioural growth, and discussed ten actionable ways to develop each virtue. The final assessment required each participant to create a video reflection demonstrating understanding, experience, and commitment to one chosen virtue. This made learning personal and expressive, encouraging ownership rather than compliance.

The 45 day cycle strengthened emotional discipline, patience, empathy, teamwork, and self regulation. Faculty began noticing changes in how they responded to conflict, pressure, and responsibility. Instead of teaching character, they were now living it in measurable form. The bootcamp transformed theory into habit and habit into identity. This leadership bootcamp, therefore, deepened the culture of character already built through earlier phases, proving that real transformation requires daily practice and accountability.

Participants	360
Duration	45 Days
Time Invested	50,355 hours

Moral Persuasion Through Awarding Character Leadership Badge to Top Performers

(June & July 2025)

In line with the Moral Persuasion strategy, a special Badge Ceremony was organized to honor the top performers among the university's senior leadership. During this ceremony, badges of Character Leadership were formally awarded to those who demonstrated exceptional commitment, growth, and leadership throughout the program. The awardees proudly wear their badges every day on campus, serving as a constant reminder of the mission they are entrusted with and reinforcing their sense of responsibility. These badges have become a symbol of dignity and pride, representing their role in advancing a noble cause and inspiring others to follow the same path.



10 Days Turkey Residential Leadership Bootcamp (May 2025)

A dedicated residential retreat for the core team was also organized in Türkiye, designed to consolidate the extensive learning achieved throughout the Superior Leading with Character Project. This immersive experience provided a focused environment for deep reflection, allowing the team to assess what had worked effectively, identify gaps, and determine areas requiring improvement. Through structured dialogues, collaborative planning, and honest self-evaluation, the core team strengthened its shared understanding and renewed its commitment to leading the next phase of character-driven transformation across the university.



My Character My Super Power (August 2025 to November 2025)

My Character My Super Power, expanded the movement to a level where character was no longer a training program but a personal lifestyle. Building on the discipline developed in 45-Day Leadership Bootcamp, this stage required faculty to engage in sustained self observation and continuous moral action. Each participant wrote daily journal entries, documenting behaviour, challenges, emotional responses, and moments where virtues were practiced or missed. These reflections were then converted into weekly and monthly 5C based case studies, ensuring insight was not lost but transformed into wisdom and growth. This phase created a climate of self accountability rather than external monitoring. Faculty began



assessing themselves through lived experience, while student feedback became an essential indicator of behavioral impact and classroom presence. With more than 80 percent student response integration, character development became measurable through the eyes of those who learn from the educators daily. Individuals practicing excellence, responsibility, gratitude, and discipline showed visible changes in relationships, teaching style, decision making, and emotional control.

Participants (Selected Faculty)	330
Reflective Output	39,600 Daily Journal Entries 5,280 Weekly case studies generated
Time Investment	89,760 hours



Overall Impact of Character through Capacity Building

Intervention	Area	Impact Highlights
Dubai Bootcamp	Participants (Core Team Members) Duration Time Invested	16 10 Days 640 hours
Character Leadership Training with Kalam Residential Bootcamp	Participants (Deans & HODs) Duration Time Invested	72 28 weeks 28,656 hours
Faculty and Staff Character Leadership Training	Participants Duration Time Invested	725 28 Weeks 121,800 hours
45-Day Leadership Bootcamp	Participants Duration Time Invested	360 45 Days 50,355 hours
My Character My Super Power	Participants (Selected Faculty) Reflective Output Time Investment	330 39,600 Daily Journal Entries 5,280 Weekly case studies generated 89,760 hours

Training Architecture

03 Teams (Alpha, Bravo & Charlie) 08 Coaches 03 Captains 120 Leaders

From Character to Connection

Spiritual Leadership Retreat in Makkah & Madina

16-22 November 2025

A historic moment in which character became lived faith, strengthening identity, unity, and moral excellence across the Superior community.

The Character to Connection Retreat stands as one of the most defining milestones in our journey of character formation and spiritual elevation. In November 2025, a total of 329 Superior members performed Umrah, an experience fully funded by the university. This historic initiative was extended to participants of the My Character My Super Power program who demonstrated sincerity, growth, discipline and reflective engagement throughout their character development journey.

translate personal virtue into spiritual experience. Participants nurtured humility, patience, gratitude, compassion and unity in an environment that encouraged deep self-awareness and emotional grounding. The retreat strengthened purpose, identity and commitment to moral excellence while creating a sense of shared belonging among those who traveled together. In essence, the retreat transformed character training into lived faith, reinforcing that Superior University not only teaches values but also honors and rewards those who embody them.

The pilgrimage served as an opportunity to

Members: 329 **Days: 07**



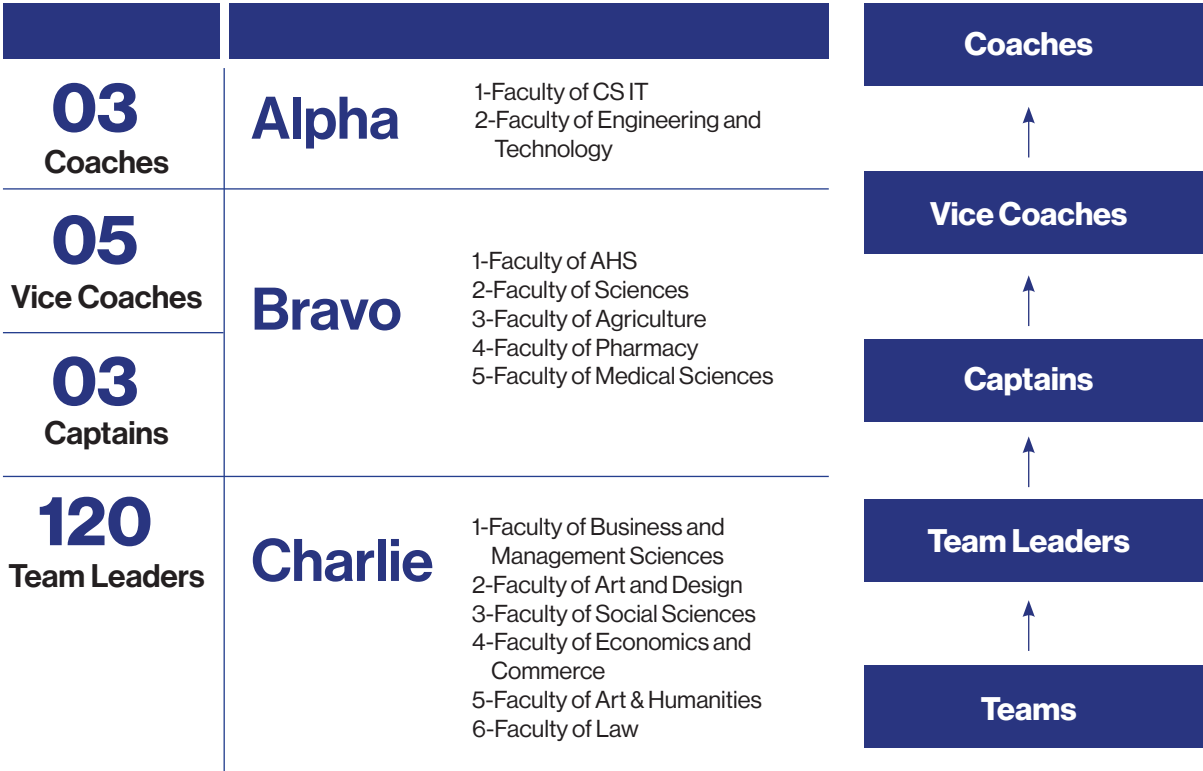
Team Formation for Effective Implementation of Superior Leading with Character Project

Our purpose-built hierarchical framework ensures mentorship, accountability, and cross-disciplinary collaboration, fostering a university-wide culture of ethical leadership and character development.

The Superior Leading with Character project is structured through a carefully designed team formation to ensure effective implementation and guidance across all faculties. The project employs a total of nine coaches, organized as three senior coaches and six vice coaches, who provide mentorship and oversight to the captains. Faculty members are grouped into three major teams: Alpha, Bravo, and Charlie, each led by a captain at the Dean level. The Alpha team combines the Engineering, Computer Science, and Information Technology faculties, Bravo includes Medical, Allied Health Sciences, and Pharmacy, while Charlie merges Business, Social Sciences, and Law faculties. The three captains

coordinates with 120 team leaders who manage individual faculty units and ensure alignment with the project's objectives.

This hierarchical structure ensures clear lines of communication, accountability, and mentorship. Coaches guide captains, captains lead team leaders, and team leaders directly engage with faculty members, facilitating consistent character development practices. The arrangement promotes collaboration across disciplines, ensures every faculty member is actively involved, and maximizes the utility of resources, fostering a culture of leadership, ethical conduct, and reflective practice throughout the university.



Embedding Character into Curriculum

We have embedded Super Leading with Character Project into our Experiential Learning Framework - 3U1M

In line with the implementation of the Super Leading with Character Project agenda, special interventions have been strategically designed across the student journey. From understanding the “why” of character, Habituation of virtues, and embedding the life of the Holy Prophet (PBUH) as a role model, to orienting students on workplace ethics at the start of their 1M experience character has now become an integral part of the 3U1M framework. Specific interventions in the 3U1M journey are highlighted.

Year 2 - Exploration | PBL 2

In year 2 students explore the emerging concepts of the relevant industry and gain experiential learning through Project based learning Level 2.

Habituation of Character Virtues through Functional and Expository English Courses

Freshman Program

A rigorous on-boarding program for a smooth transition to university education through IQ & EQ Accelerators preparing students for entering university life.

Added What, Why and How of Superior Leading with Character Project in Freshman

Embedding Character into Quality Agenda
Student feedback has been reinvigorated to align it with Character Virtues, in addition to Outcome Based Education.

Year 4 - 1M-Market Intensive Year

For the final Market Intensive Year “1M” (one year in the market), we have designed four indigenous career streams i.e. Design Challenge, Startup, Scaleup and Superior Go Global, so our students may choose any track according to their aptitude.

Added Workplace Ethics Orientation at start of 1M journey

Career Pathways

Startup: to become a successful entrepreneur by getting incubated at our Innovation District 92 (ID-92)



Scaleup: to uplift your family business by getting trained at our accelerator “ScaleupPk”



Design Challenge: to become a valuable resource for corporate world by solving a real-time industry problem following Design Thinking approach



Superior Go Global: to prepare you to explore career and immigration opportunities through our “Go Global Stream”



Year 3 - Innovation & Entrepreneurship | PBL 3

Third year is of innovation and entrepreneurship, students will experience the social entrepreneurship through social action projects under Social Entrepreneurship Program (SEP) and entrepreneurial exposition of new ideas aspired by Entrepreneurship Teaching and Training Program (ETTP) which gets showcased on Superior Entrepreneurial Expo.

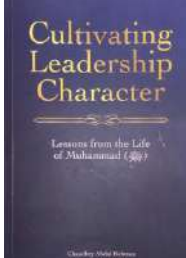


Integrated Stewardship in curriculum and Projects of SEP

Year 1 - Foundation | PBL 1

In year 1 Student understands the basics of the field through customized competency based curriculum and application through Project Based Learning level 1.

Embedded Seerah of Prophet's (PBUH) as a Role Model in Islamic Studies Course



In Year one, a dedicated 3 credit hours course has been introduced for all undergraduate programs on cultivating leadership through the lessons from the Life of Muhammad (PBUH).

Character Leadership in Freshman Program

A comprehensive Leading with Character module has been introduced in the freshman program to show that academic success alone is not enough for long-term personal, professional, spiritual, and social growth. From the beginning, students engage in workshops and practical exercises to understand the importance of character and how the Superior Leading with Character Project supports their development. Instructors receive specialized training to ensure effective delivery, enabling students to build essential virtues alongside academics.

3-Credit-Hour Course on Leadership through the Life of the Prophet (PBUH)

A three-credit-hour undergraduate course develops leadership through lessons from the life of the Holy Prophet (PBUH). The course highlights his exemplary character, decision-making, and community leadership as enduring models for ethical and effective guidance. Through reflection and practical activities, students internalize these principles and apply them in personal and professional settings, building leadership grounded in integrity and responsibility.

Embedding the Prophet's Life in Islamic Studies

Islamic Studies has been redesigned to center the Holy Prophet's (PBUH) life as the model for character strengths. By studying key events, Hadith, and Quranic verses, students examine how virtues are practiced in daily life and learn to adopt them. This approach links traditional knowledge with practical moral development.

Habituation and Character Development through English Language Learning

Readings such as *The 7 Habits of Highly Effective People* and *Trust & Inspire* are integrated into English courses to develop communication skills while fostering positive character traits. Through reading, writing, speaking, and listening activities, students strengthen English proficiency and internalize habits aligned with the Superior Leading with Character Project.

Promoting Stewardship through the Social Entrepreneurship Program (SEP)

The Social Entrepreneurship Program allows students to put character into action through civic and ethically grounded social projects. By participating in real community initiatives, students develop stewardship, ethical decision-making, social awareness, and entrepreneurial competence consistent with Superior Leading with Character Project.

Aligning Character Strengths with Entrepreneurship in ETP

In the Entrepreneurship Teaching & Training Program (ETTP), students connect entrepreneurial qualities with character strengths such as curiosity, courage, creativity, and a love for learning. Case studies, hands-on projects, and mentorship help them develop the virtues needed to turn challenges into opportunities, reinforcing that successful entrepreneurship requires both skill and ethical decision-making.

Workplace Ethics Orientation in the 1M Journey

Within the 3U1M framework, workplace ethics are embedded into Design Challenge Projects, enabling students to solve real-world problems with professionalism and integrity. Collaborative work and ethical training build responsibility, teamwork, and accountability, preparing students for complex professional environments.

Character Research at the Postgraduate Level

Postgraduate students are encouraged to research character, integrity, leadership, and personal development through their theses. This scholarship links character traits with professional and personal growth, engaging industry and academia to generate practical, locally grounded, and globally relevant insights into character development.

Character through Sports

Sports at Superior University are used to cultivate character in students, making virtues like courage, humility, patience and teamwork lived habits.

Aligned with habituation strategy of Aristotal, we envision Sports at Superior University not as entertainment but a living character laboratory. Every match demands discipline, every loss builds resilience, every win test humility. Through team strategies, students learn cooperation

and communication, and through physical challenge they find courage, patience, and self-control. Faculty who participates in sports mirrors fairness, responsibility, and positive sportsmanship, modeling values for students to emulate.

Following are our initiatives to habituate character through sports

Superior Sports Pavilion

The Superior Sports Pavilion provides a dedicated environment where character habits grow through structured physical activity. It serves more than 10,000 students and faculty, offering a space that supports discipline, effort, and routine. The gym builds self-regulation and commitment, while indoor and outdoor facilities

support teamwork, fair play, and respect for others. Each facility is designed to strengthen bodies and minds and to reinforce habits such as delayed gratification and perseverance. Students and faculty use the space to develop discipline, consistency, and a strong work ethic through daily engagement.

Beneficiary (Students + Faculty): 10,000+



Sports Academies

The eight specialized sports academies create a structured environment where trained coaches guide both skill development and character formation. With 350 athletes in regular training, the academies teach discipline, punctuality, humility, and coachability. Under expert guidance, students learn to accept

correction, practice harder after defeat, and support teammates. Coaches model leadership and self-management, showing that long-term excellence requires inner discipline as much as physical ability. Each academy operates as a mentorship space where patience, resilience, and responsibility develop session by session.

Academies: 08

Athletes: 350

Faculty Sports Competitions

Faculty involvement in sports provides a shared character-building platform for teachers and students. With 500 faculty members participating across fields, courts, and gym spaces, everyone experiences learning, discipline, and improvement together. Teachers practice humility in losing, responsibility in training, and cooperation in team settings. Sports participation

helps them strengthen emotional regulation and stress management, supporting healthier and more empathetic classroom environments. Shared activity also strengthens relationships across departments and reinforces that leadership is expressed through behavior, not hierarchy.

Participants: 500 Faculty Members

Games: 14



Sports Academies

Faculty Sports Participation

Student Sports Clubs (House System)

Annual Sports Festival

350 Active Athletes under Structured Training

500+ Faculty members participated

08 Clubs **02** Student Athletes

1,300+

Student Sports Clubs (Houses)

The eight house-based sports clubs foster identity, belonging, and healthy rivalry among more than 2,000 students. Each house symbol represents a specific virtue such as strength, focus, teamwork, or precision, and students carry these values into practice and competition. The club system builds responsibility through

scheduling, patience through team rotations, and fairness through rules. Students learn to value effort even without favorable results and to recover from failure with maturity. Each house functions as a community where commitment, respect, resilience, and self-control become common practice.

Clubs: 08 Students: 2000+

Annual Sports Festival

The Annual Sports Festival is reinvigorated as the major stage for demonstrating character on campus. With more than 1,300 athletes and 6,000 spectators, the festival tests composure, integrity, and teamwork under real pressure. Students learn to compete fairly, communicate clearly, and manage emotions even in intense moments. The event highlights

that sportsmanship outweighs medals, kindness outweighs rivalry, and effort outweighs outcome. Athletes experience humility in defeat and responsibility in leadership, while spectators engage in patience and respectful support. The festival turns campus into a visible display of discipline, courage, unity, and collective spirit.

Games: 19 Students: 1286

Dedicated Sports Scholarships

Sports scholarships recognize not only athletic capability but character-driven commitment. A total of 151 scholarships reward athletes who show discipline, consistency, humility, and perseverance. Students learn long-term commitment, goal setting, and responsible balance between academics and sports. The

Elite Athlete Program supports top performers, guiding them to represent the university with dignity and good conduct. These scholarships reinforce that character matters, effort is valued, and Superior honors both performance and personal integrity.

Scholarships: 151

Achievements in HEC Sports

Area	Impact Highlights		
Games	16 Men	14 Women	
Medals	21 Gold	29 Silver	46 Bronze
Trophies	09		
National Position	3rd		

Achievements in APSUP Olympiad

Area	Impact Highlights		
Games	07 Men	07 Women	
Medals	14 Gold	23 Silver	27 Bronze
Position	2nd Men	2nd Women	

Naran Residential for Faculty and Students

(May 2025)



Our team-based outdoor experiences to turn every obstacle into a lesson in resilience, cooperation, empathy, and enduring character.

Excursions provide a unique environment for character development, taking individuals out of comfort zones where values are tested, resilience is built, and virtues are practiced in real-life challenges. Superior University's Team Building Adventure in May 2025 exemplified this approach by bringing 500 faculty and 2,500 students into nature for five days of immersive learning. Rugged terrains demanded resilience, task-based teamwork fostered cooperation, and unpredictable challenges taught calmness

under pressure. Leadership emerged through action, not titles, as those who stepped forward with courage inspired others. Peer evaluations encouraged humility, self-awareness, and empathy, while departments that had never collaborated before shared victories, setbacks, and solutions. By the end, participants returned not only stronger individually but united as a community, emotionally mature, and grounded in character-centered values.

Students: 2500

Faculty & Staff: 500

Venue: Naran



Embedding Character in Quality Assurance Framework

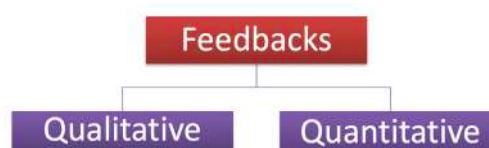
Our student feedback system measures demonstration of character virtues by faculty members through student feedback. This alignment reflects our conviction that character development of students is only possible when educators become role model for them.

The Superior Leading with Character Project integrates essential character virtues into the university’s comprehensive, two-round feedback system, led by the Director Quality Enhancement, Deans, and the Rector. By embedding the virtues of Empathy and Compassion, Inspirational Leadership, Honesty and Integrity, Responsibility and Accountability, and Humility and Service into the evaluation process, the project ensures that the university’s educational practices reflect not only academic excellence but also strong moral and ethical foundations. This values-driven model reinforces the belief that quality education must nurture character alongside competence, making each classroom a space where students feel respected, inspired, and supported.

In the first round, conducted in the 4th week of the semester, students complete a structured quantitative survey through the ERP system containing 10 questions explicitly aligned with the five virtues. This data offers an early snapshot of classroom dynamics and faculty engagement. To enrich this understanding, the Rector and senior leadership conduct Focus Group Discussions (FGDs) with selected students, creating a safe space for open dialogue and deeper reflection on teaching practices. These qualitative insights complement the survey results and help identify the root causes behind strengths and areas needing improvement. Based on this comprehensive analysis, faculty members receive one week to design a Corrective Action Plan (CAP) that outlines specific, measurable steps they will implement over the next ten weeks to enhance the learning environment.

In the 14th week, the second round of feedback is collected using the exact same questionnaire, allowing for a precise comparison between initial and final results. This closing-the-loop mechanism ensures transparency, accountability, and continuous improvement. The system not only measures progress but also reinforces the university’s commitment to cultivating educators who model the virtues they are expected to instill. By aligning survey questions with the core virtues, the Quality Enhancement Cell provides faculty with targeted, virtue-centered feedback, helping them strengthen character-based teaching practices that profoundly shape students’ academic trajectories and personal development.

Virtue in Focus	Feedback Question
Empathy and Compassion	1. The teacher is kind, respectful, and easy to approach
	2. The teacher actively encouraged student participation during class.
Inspirational Leadership	3. The teacher motivates and inspires me to learn more about the subject.
	4. My teacher inspires me to find purpose of my life and encourages me to contribute towards society.
Honesty and Integrity	5. My teacher consistently upholds honesty and integrity in both words and actions.
Responsibility & Accountability	6. The teacher consistently started and ended lectures on time and regularly recorded attendance on the ERP.
	7. My assignments were assessed and returned within the given timeline, and the feedback provided was constructive and helpful.
	8. The learning materials, including lesson plans and course notes, are relevant and beneficial.
Humility and Service (At Institutional level)	9. I am satisfied with the teacher’s overall performance.
	10. Any suggestions/ Areas of Improvement (This will be open ended question, which will bring feedback about how students experience their academic journey. Themes for area of improvement will be made from the input of students on this question).



One-Year Indigenous Post Graduate Diploma in Leadership & Change

This diploma stands as Pakistan's first indigenous pathway that prepares leaders who combine professional excellence with moral clarity, prophetic wisdom, and transformative character

Superior University has successfully implemented the Superior Leading with Character Project aimed at cultivating ethical leadership, value-based education, and socially responsible citizenship. Building upon this success, the CAKCCIS has designed a Postgraduate Diploma in Leadership and Organizational Transformation (PGD-LOT) to institutionalize the learning outcomes of this initiative into a structured academic program.

The proposed program is Pakistan's first HEC-aligned postgraduate diploma integrating ethical, behavioral, and organizational dimensions of leadership development. It combines contemporary leadership science with character-building methodologies (Superior Leading with Character Project, Jubilee Center Model, Prophetic Model and Cultivating Leadership) within a rigorous academic structure.

Program Details

Duration: 12 months (30 Credit Hours)

Advanced extension: MS/MPhil (additional 12 CH)

Outcome: hically grounded, transformational leaders for academia, industry, and civil society

Alignment: UN SDG-4 (Quality Education) and SDG-16 (Peace, Justice & Strong Institutions)

Year 1 -Postgraduate Diploma Modules

- Foundations of Personal and Professional Mastery
- Contemporary Leadership Models and Behavioral Frameworks
- Comparative Studies in Transformational Leadership
- Historical Contexts and Biographical Insights in Leadership
- Character Education and Frameworks of Virtue Ethics
- Ethical Reasoning and Scriptural Perspectives on Leadership
- Leadership Competencies and Excellence Frameworks
- Development of Character Leadership
- Capstone Project: Applied Leadership and Reflective Practice

Year 2 - MS/MPhil in Leadership and Organizational Transformation

- Research Design, Methodology, and Scholarly Writing
- Advanced Leadership Theory and Organizational Transformation
- Research Thesis / Independent Scholarly Project

At the successful conclusion of Capstone Project , PGD shall be granted by the University. However, if the candidate wishes to pursue the MS/ MPhil degree, he /she shall be eligible to seek exemption of 18 Credit hours on the basis of PGD.

Benefits of Implementing Superior Leading with Character Project

Total Investment of the Project
PKR 210 Million

Total Man Hours
246,211 Hours

Purpose-Driven Culture

The project has built a purpose-driven culture where every role aligns with a higher mission. Leaders and teams work with unity, sincerity, and clarity, focusing on transforming students and contributing meaningfully to society.

A Shift to a Culture of Excellence

Superior Leading with Character has created a Culture of Excellence rooted in discipline, integrity, and continuous improvement. Teams now pursue high-quality performance, greater accountability, and long-term institutional advancement.

Ethical Decision Making

The project has strengthened ethical decision-making by promoting integrity, fairness, and transparency. Leaders now make value-driven choices, building trust and reinforcing a strong moral foundation across the institution.

Responsibility & Commitment of Teams

Responsibility and commitment have increased significantly. Teams show greater ownership, discipline, and reliability, working sincerely toward shared goals without relying on supervision or external pressure.

Service Leadership

The project has fostered Service Leadership, where leaders prioritize supporting and empowering their teams. This approach encourages humility, empathy, and collaboration, strengthening trust and improving overall performance.

Traditional Teams into Performing Teams

Traditional teams have transformed into high-performing teams marked by clarity, trust, and shared accountability. This shift has improved communication, coordination, and collective results across the university.

A Culture of Relationships Based on Empathy & Compassion

A culture of empathy and compassion now defines relationships. Leaders and faculty listen better, support each other, and build emotionally safe environments, improving teamwork and reducing conflict.

Benefits for Students

Students benefit primarily through personal and ethical growth and strong support:

- **Personal Care and Strong Mentorship:** Receiving individualized attention and guidance.
- **Commitment and Integrity:** Learning the value of commitment, integrity, and self-growth.
- **Values-Based Leadership:** Developing into leaders whose decisions are guided by strong values.

Benefits for Faculty

Faculty members gain professional satisfaction and growth opportunities:

- **Clarity of Purpose:** Finding a clearer sense of direction and meaning in their work.
- **Personal and Professional Growth:** Opportunities to develop themselves both personally and professionally.
- **Inspirational Teaching:** Learning to inspire students effectively through character-based teaching methods.

Benefits for Society

Society gains from the university's output of responsible and ethical citizens:

- **Responsible and Ethical Youth:** Integrating well-developed, moral young adults into the workforce and community.
- **Future Leadership:** Cultivating future leaders inspired by Prophetic values (as mentioned in the original image).
- **Peaceful and Prosperous Community:** Contributing to a stable, peaceful, and economically thriving community.

Benefits in Numbers

Indicators	2023	2024	2025
Student Satisfaction	82%	84.2%	87.9%
Oric Score in HEC	57 %	59.5%	64.5 %
QEC Score in HEC	91.40 %	93.53 %	97.09 %
Student Discipline	86 %	88 %	90 %
Alumni Satisfaction	81%	83 %	84%
Employer Satisfaction	86%	85%	86%
Faculty Satisfaction	85.69%	86.39%	87.40%
Employee Retainsion	97.09%	98.2%	99.4%

Our Flagship Project Character Education for Superior Group of Colleges

The Character Education in Colleges initiative represents Superior University's most expansive moral development movement, extending character formation into the 106 Superior Group of Colleges nationwide. Launched in August 2025, the project began by transforming the educators before transforming the students, training 106 principals and over 600 faculty members to become moral anchors, mentors, and character role models for the next generation. Through the Super Leading with Character Project and the Prophetic Model of Leadership, teachers engaged in reflective journaling, ethical reasoning, professional conduct training, and case-based virtue discussions, ensuring they practiced the values they would later teach.

The impact is far-reaching. With trained faculty influencing classrooms daily, the initiative now shapes the moral and intellectual development of more than 150,000 college students. Instead of character being a topic taught occasionally, it is now embedded into class interactions, student counselling, discipline systems, faculty behaviour, and leadership decisions. Principals were empowered to build value-driven college cultures, improve teacher student relationships, and cultivate environments where respect, responsibility, humility, and empathy are lived rather than stated.

This initiative builds one of Pakistan's largest character education ecosystems, preparing students entering university with stronger ethics, reflective habits, and a sense of social responsibility. The Character Education in Colleges project marks a national step toward moral renewal, shaping future citizens with clarity, conscience, and character.



Colleges: 106
Principals: 106
Faculty: 600
Beneficiary Students: 150,000



Way Forward

The experiences and achievements across students, faculty, the university, and society clearly demonstrate that character development is the foundation for preparing future-ready graduates. By integrating values-based learning, mentorship, and ethical leadership into every aspect of university life, we cultivate students who are not only academically competent but also responsible, resilient, and capable of contributing meaningfully to society. The success of our programs, combined with accomplishments in sports, extracurricular activities, and community engagement, shows that character-driven education strengthens teamwork, decision-making, and social responsibility.

Looking ahead, universities can play a transformative role in shaping graduates who are equipped to meet the challenges and opportunities of the 21st century. By embedding character education into curricula, co-curricular initiatives, and faculty development, institutions can nurture students' emotional intelligence, ethical reasoning, and civic consciousness alongside academic knowledge. In a rapidly evolving world dominated by AI, automation, and global interconnectivity, graduates with strong moral compasses, critical thinking abilities, and collaborative skills will be uniquely positioned to innovate responsibly and lead with empathy.

For other universities, adopting a similar holistic approach means not only focusing on knowledge and skills but also prioritizing the development of integrity, humility, and service-oriented mindsets. Such an approach ensures that graduates become principled innovators, empathetic leaders, and socially responsible citizens who actively contribute to creating an ethical, inclusive, and prosperous society. Ultimately, character-based education is not an optional enhancement—it is the essential framework for preparing students to navigate complexity, drive positive change, and leave a lasting impact on the world.

Investing in Character Today to Build the Leaders and Society of Tomorrow

A strong leadership vision, committed role modeling, and strategic investment make character development a powerful engine for transforming future leaders and society.

Working on a character development project requires commitment from top management in vision, role modeling, persistence, and sustained financial support. Superior University has invested 210 million rupees over the last two years to drive this mission. While the investment may appear large, it becomes fully justified

when viewed through the lens of long-term national impact. This project is shaping future leaders, strengthening institutional culture, and contributing to a more ethical, responsible, and prosperous society: an outcome far more valuable than the cost required to achieve it.

Total Cost of the Project

Description

Dubai 10 Days Leadership Bootcamp

1st Character Leadership Training

Kalam Residential on Character Leadership

Reading Material (1000 Faculty) + 7 Habits, Trust & Inspire, Light of Universe, Rasool e Rehmat, The Leadership of Muhammad, Tafseer, Certificates, Batches & Training Printing Material

Wellness Pavilion

Faculty Sports

Naran Tour

Leadership Bootcamp

Books Distribution – Cultivating Leadership

Reflection Session (Certificates & Printing etc)

Spiritual Leadership Retreat in Makkah & Madina

Total Investment | Grand Total

210 Million



This work is based on research conducted by the Chaudhry Abdul Khaliq Center for Contemporary Islamic Sciences (CAKCCIS) at Superior University, Lahore. It is protected by copyright, and no part of it may be copied, reproduced, or distributed in any form without prior written permission. For further information and joining this initiative, contact: cakccis@superior.edu.pk

