

EXTENDED ABSTRACT PROCEEDINGS

SYMPOSIUM ON STRATEGY &
TRANSFORMATION MANAGEMENT
FOR TERTIARY EDUCATION
(SSTM – TED 2023)



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MANAGEMENT FOR TERTIARY EDUCATION
(SSTM – TEd 2023)**

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EDUCATION (SSTM – TED 2023)

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PREFACE

Greetings from the editorial team of SSTM-Ted 2023. Extended abstracts in this proceeding were part of the Symposium on Strategy & Transformation Management for Tertiary Education (SSTM-Ted 2023). This symposium was organised by the Bahagian Transformasi Universiti via virtual platform (online).

The mission of SSTM-Ted 2023 is to provide a platform for the exchange of insights, challenges, and successes in navigating the dynamic landscape of strategic management at the university level. It offers higher education leaders, managers, and practitioners the opportunity to explore the multifaceted dimensions of strategy and transformation, considering the interplay between organisational goals, technological advancements, societal changes, and competitive environments. The conference program features a total of twelve keynote speakers, who are internationally recognized experts in their areas as well as paper presentations by both academia and industry practitioners alike.

Lastly, we would like to give big applause and thanks to all the presenters and authors for their presentations and papers. Their contributions have generously contributed to the intellectual exchange of useful information, ideas and knowledge that is so vital towards tackling the challenges the world facing now.

The Editorial Team
SSTM-Ted 2023

OFFICIATING SPEECH

Distinguished colleagues, guests, ladies, and gentlemen.

Assalamualaikum Warahmatullahi Wabarakatuh.
Salam Sejahtera. Greetings to everyone.

Alhamdulillah, all praise is due to Allah S.W.T. for His blessings which enable us to gather for this very significant academic event. It is with great honour and pleasure that I welcome you to the 2023 Symposium on Strategy & Transformation Management for Tertiary Education (SSTM-Ted 2023), hosted by the University Transformation Division, Universiti Teknologi MARA (UiTM) in collaboration with the Institute of Leadership and Development of UiTM. My heartfelt congratulations to the conference committee and organisers, especially to the Assistant Vice Chancellor of Strategy of UiTM, Prof. Dr Nor Hayati Saad, for organising this exclusive intellectual gathering that focuses on Tertiary Education management.

Ladies and gentlemen,

The SSTM-Ted 2023 gathers speakers from universities and various institutions around the world to share their best practices in strategic thinking and transformational management. The symposium aims to provide a platform for the exchange of insights, challenges, and successes in navigating the dynamic landscape of strategic management at the university level. It offers higher education leaders, managers, and practitioners the opportunity to explore the multifaceted dimensions of strategy and transformation, considering the interplay between organisational goals, technological advancements, societal changes, and competitive environments. The symposium theme this year "**Internalising Value, Attaining Performance**" highlights the importance of instilling values in every individual in an organisation.

This denotes that accelerating performance can lead to the enhancement of efficiency, productivity, and effectiveness in achieving goals. Creating value, on the other hand, involves generating improvements that are valuable to an organisation. The symposium has a stimulating line-up of keynote speeches that will delve into a myriad of topics that covers all six pillars of Globally Marketable University 2023. With that in mind, as an outcome of this symposium, I hope to see more practical applications of strategic thinking and transformational practices.

By bringing together international and UiTM management leaders, we aim to foster collaborations that yield impactful outcomes, enabling organisations to thrive in an ever-evolving global landscape, with our goal of achieving UiTM as a Globally Renowned University by 2025 underway. UiTM is undeniably committed to achieving its strategic goals as outlined in the UiTM2025 framework which considers national and global trends, as well as policies and planning at the university level.

Ladies and gentlemen,

I hope that you will make this symposium a worthwhile platform for networking, forging new partnerships, or even renewing collaborations. I encourage you to learn from one another. Respond and react by gathering from the collective wisdom and diverse perspectives shared in this virtual symposium to unlock innovative solutions and generate actionable insights that will shape the future of strategy and transformation management.

Once again, I would like to express my gratitude to the organisers of this conference, and everyone involved for their hard work and dedication in ensuring the success of the event. To all distinguished speakers, guests, and participants, thank you for attending and making this event meaningful and successful. May you have a fruitful and enjoyable time at the symposium, and I look forward to hearing your insights and ideas.

Thank you.

Wabillahi Taufiq Walhidayah Wassalamualaikum Warahmatullahi Wabarakatuh.



Professor Datuk Dr Hajah Roziah Mohd Janor

Vice-Chancellor

Universiti Teknologi MARA

WELCOMING REMARKS

Distinguished invited speakers, Esteemed UiTM Senior management and colleagues,
Honourable guests, ladies, and gentlemen

Assalamualaikum Warahmatullahi Wabarakatuh.
Salam Sejahtera. Good morning to everyone.

Alhamdulillah, all praise is due to Allah S.W.T. for His blessings which enable us to meet for this very significant UiTM event. It is my great pleasure to extend a warm welcome to everyone who is joining us from different countries as well as to all warga UiTM to the 2023 virtual Symposium on Strategy & Transformation Management for Tertiary Education, hosted by the University Transformation Division, Universiti Teknologi MARA (UiTM) Malaysia.

We are here today as a global community of educators, administrators, and thought leaders, united by our shared commitment towards strategically revolutionising the transformation of higher education. Thank you to the Vice-Chancellor of UiTM, Professor Datuk Dr Hajah Roziah Mohd Janor for officiating the symposium. Congratulations to the University Transformation Division of UiTM as the organiser, and the Institute of Leadership & Development (ILD) as the co-organiser.

Ladies and gentlemen,

In an era marked by rapid technological advancements, shifting societal needs, and an ever-changing economic landscape, the importance of strategic planning and effective management in tertiary education cannot be overstated. SSTM-TEd 2023 serves as a vital platform for us to exchange ideas, share best practices as well as collaborate on innovative strategies that will shape specifically UiTM towards the 2025 Globally Renowned University, and other institution of higher learning (IHL) at national and international level.

Today, we have the distinct honour of being joined by a distinguished panel of experts and thought leaders, each of whom contributes a wealth of experience and knowledge to our discussions. Their invaluable insights and perspectives will inspire us and stimulate innovation within our own institutions. Let us seize this opportunity to learn from one another, to question our preconceived notions, and to explore new horizons in the domain of higher education.

The theme "**Internalising Value, Attaining Performance**" shows that the ability to accelerate is a fundamental requirement for success. One must continuously strive to enhance efficiency, productivity, and effectiveness. Value creation requires a holistic perspective, where organizations balance success with ethical considerations, sustainability, and social responsibility. Through this symposium, we aim to explore the interconnectedness of value creation and performance acceleration, finding ways to achieve both simultaneously.

During this symposium, we will hear from distinguished speakers, educators, administrators, and thought leaders about their best practices in strategy and management, which we will be able to align with the UiTM six pillars of Globally Marketable University 2023. Their experiences, knowledge, and innovative strategies will motivate and equip UiTM and other IHLs to new heights. Through the collective knowledge shared in these interactions, we can discover new ideas, unearth unrealized potential, and initiate transformative change.

I encourage everyone to attend all presentations throughout this symposium and to appreciate the diversity of perspectives shared by the speakers. Let us seize the opportunity to learn from one another, cultivate meaningful connections, and co-create a future that accelerates performance and generates value for all.

Ladies and gentlemen,

Before I end my speech, I would like to thank everyone who has contributed to the organisation and success of this gathering. Your commitment and dedication are instrumental in fostering an environment where innovative solutions can be practiced, and ideas can flourish. I encourage everyone to seize this remarkable opportunity, participate wholeheartedly, and remain open to the possibilities that lay ahead. Let us embark together on this journey of accelerating performance and creating value and encourage one another to achieve new heights of excellence for our organisations.

Once more, I would like to extend a cordial welcome and thank all distinguished speakers and participants for attending and contributing to the success of this event. This virtual symposium on strategy and management transformation for higher education will influence and shape the global future of higher education.

I wish you all a fruitful and inspiring symposium.

Thank you.

Wabillahi Taufiq Walhidayah Wassalamualaikum Warahmatullahi Wabarakatuh.



Professor Dr Hajah Nor Hayati Saad

Assistant Vice-Chancellor (Strategy)
Universiti Teknologi MARA

THE SYMPOSIUM PROGRAM

Speakers



BTU SYMPOSIUM 2023

SYMPOSIUM ON STRATEGY & TRANSFORMATION MANAGEMENT for TERTIARY EDUCATION (SSTM-TEd 2023)

INTERNALISING VALUES, ATTAINING PERFORMANCE
20 - 21 JULY 2023

Main Organiser
Bahagian
Transformasi
Universiti





Assistant Prof. Dr. Romyen Kosaikanont
Thailand



Dr. Eng. Muhammad Makky
Indonesia



Assoc. Prof. Dr. Indrajit Pal
Thailand




Prof. Dr. Mohamad Hariri Hj. Abdullah
Malaysia



Prof. Dr. Wardah Tahir
Malaysia



Prof. Dato' Dr. Mohd Zaki Salleh
Malaysia



Dr. Donard Games
Indonesia




Prof. Dr. Novizar Nazir
Indonesia



Assoc. Prof. Dr. Nakao Nomura
Japan



Assoc. Prof. Dr. Wanliza Md Amin
Malaysia



Prof. Dr. Drs. Wilson Bangun
Indonesia



Assoc. Prof. Datin Sri Dr. Nazura Mohamed Sayuti
Malaysia



Mrs. Nurul Aida Noor Azizi
Malaysia



Mr. Mohamed Izzat Mohamed Khalit
Malaysia



Dr. Pavalee Chompoorat Trititanakiat
Thailand



Ms. Mary Pauline A. Jance
Philippines

Program Summary

DAY ONE: 20 th JULY 2023 (THURSDAY)	
0800 – 0830	Registration
0830 – 0845	Negaraku dan Wawasan Setia UiTM
0845 – 0900	Opening remarks Prof. Datuk Dr. Hajah Roziah Mohd Janor , Vice Chancellor of UiTM Welcoming remarks Prof. Dr. Hajah Nor Hayati Saad , Assistant Vice Chancellor (Strategy) of UiTM Montage and Photography session
0900 – 1000	International Keynote Speaker Dr. Eng. Muhammad Makky Director of Partnership and Innovation of Universitas Andalas, Indonesia <i>“World Class University 2023 Initiatives at Andalas University”</i>
1000 – 1030	PILLAR 1 (World Class Faculty Members) Assistant Professor Dr. Romyen Kosaikanont (International) Center Director of SEAMEO RIHED, Thailand <i>“Futuristic Internationalisation Towards Sustainable Learning and Living”</i>
1030 – 1100	PILLAR 1 (World Class Faculty Members) Assoc. Prof. Dr. Wan Liza Md Amin Research Nexus UiTM (ReNeU) <i>“Researchers Global Publication Partnership Strategies 2023”</i>

1100 – 1130	PILLAR 1 (World Class Faculty Members) Prof. Dato' Dr. Mohd Zaki Salleh Director of Integrative Pharmacogenomics Institute (iPROMISE) <i>“iPROMISE: A Centre of Excellence Driving Precision Health and UiTM Towards the Globally Renowned University 2025”</i>
1130 – 1145	Break
1145 – 1215	PILLAR 2 (Turning Globally Marketable Students) Assoc. Prof. Dr. Nakao Nomura (International) University of Tsukuba, Japan <i>“Enhancement of Learning Experience Through Student Mobility”</i>
1215 – 1245	PILLAR 2 (Turning Globally Marketable Students) Prof. Dr. Wardah Tahir Curriculum Affairs Unit, Office of the Deputy Vice Chancellor (Academic & International) <i>“Sustaining Quality Academic Programme for Globally Marketable Graduates”</i>
1245 – 1400	Break
1400 – 1430	PILLAR 3 (Turning Globally Marketable Staff) Mr. Mohamed Izzat Bin Mohamed Khalil Research Communication & Visibility Unit, Office of the Deputy Vice Chancellor (Research & Innovation) <i>“The Impact of Social Media Engagement on Visibility: A Preliminary Observation in the Office of Deputy Vice Chancellor Research & Innovation UiTM”</i>
1430 – 1500	PILLAR 4 (Excellent Supporting Staff) Prof. Dr. Drs. Wilson Bangun (International) Universitas Kristen Maranatha, Indonesia <i>“Talent Development at Higher Learning Institution”</i>
1500 – 1530	PILLAR 4 (Excellent Supporting Staff) Prof. Dr. Novizar Nazir (International) Universitas Andalas, Indonesia <i>“The Role of Supporting Staff for Community Engagement Activities”</i>
1530 – 1600	PILLAR 4 (Excellent Supporting Staff) Mrs. Nurul Aida Binti Noor Azizi Perpustakaan Tun Abdul Razak, UiTM <i>“Unleashing Potential: The Talent Pool Management Practices of UiTM Library”</i>
1600 – 1700	Overall Q&A session
1700	Closing of Day One and Adjourn

DAY TWO: 21st JULY 2023 (FRIDAY)	
0800 – 0830	Briefing on symposium
0830 – 0930	International Keynote Speaker Assoc. Prof. Dr. Indrajit Pal Asian Institute of Technologies, Thailand <i>“Risk Mitigation and Management Strategy for Higher Education Institutes”</i>
0930 – 1000	PILLAR 5 (Highly Involved Industry & Community) Prof. Dr. Mohamad Hariri Hj. Abdullah Deputy Vice Chancellor of Industry, Community, & Alumni Network (ICAN) <i>“Institutionalizing KTP and TTP Through Community Engagement and Outreach”</i>
1000 – 1030	PILLAR 5 (Highly Involved Industry & Community) Ms. Mary Pauline A. Jance (International) University of St. La Salle, Philippines <i>“Amplifying Service Learning in Higher Learning Institutions”</i>
1030 – 1100	PILLAR 5 (Highly Involved Industry & Community) Dr. Donard Games (International) Universitas Andalas, Indonesia <i>“Entrepreneurship Incubator Program”</i>
1100 – 1115	Break
1115 – 1145	PILLAR 6 (Engaging Alumni) Assoc. Prof. Datin Sri Dr. Nazura Mohamed Sayuti Director Alumni Network Centre, Office of Industry, Community, & Alumni Network (ICAN) <i>“Energizing Alumni Engagement: Outreach and Data Management Initiatives”</i>
1145 – 1215	PILLAR 6 (Engaging Alumni) Dr. Pavalee Chompoorat Trititanakiat (International) Chiang Mai University, Thailand <i>“Engaging industry, community and alumni as strategic partner in Thailand”</i>
1215 – 1245	Overall Q&A session
END OF SYMPOSIUM	

Watch the video:Day 1: https://www.youtube.com/watch?v=ld35_X5RGgIDay 2: <https://www.youtube.com/watch?v=AHl49H8Tmbs>

Program Overview

International Keynote Speaker: Dr. Eng. Muhammad Makky

Director of Partnership and Innovation of Universitas Andalas, Indonesia

“World Class University 2023 Initiatives at Andalas University”

The speaker shared Andalas University milestone (2020 – 2044) on becoming an ***Outstanding and Dignified University***. The university currently stood at 1201+ World Ranking with low accreditation and less ready atmosphere with regards to research and innovation. Towards achieving its mission, the university has set long-term and enduring targets which include ranking among the top 400 QS world ranking, getting 50% international accreditation and playing a significant role in research and innovation. As such, it breaks the strategic plan into two phases (2020 to 2024; 2025 to 2044) outlined six pillars and three strategic plans namely strengthening education, curriculum improvement and intervening competitiveness graduate. Excellence in higher education research of a nation has become one of the important determinants of the fate of the nation. World class research is a key to increasing Global Competitiveness. To materialize the vision, 12 collaboration and investment opportunities were outlined and activated – welcome world class university; university consortium; online learning development; joint research and publication; students and staff exchange; curriculum development; sabbatical leave for professors; scholarship; micro credentials, short courses/training; joint research facility; training and industrial internship; and other academic activities.

PILLAR 1: Assistant Professor Dr. Romyen Kosaikanont

Center Director of SEAMEO RIHED, Thailand

“Futuristic Internationalisation Towards Sustainable Learning and Living”

Dr Romyen debated on the variation of education system in Southeast Asia Countries which require harmonization. Higher education needs coordination to allow the mobility or exchange among Southeast Asia students possible and meaningful. A pilot phase took place from the year 2009 to 2011 and followed by growth phase in the year 2012 to 2019. The initial plan takes off in 2009 participated by Malaysia, Indonesia and Thailand joined by 23 universities, involving 270 students from five disciplines – Agriculture, Food Science & Technology, Hospitality & Tourism, International Business and Language & Culture. Ten years later, the program participation increased to 9 countries, 82 universities and recorded more than 6,000 students and alumni showing demand and successful implementation of the program. The challenge towards more participation in the program are sum as 5Cs – Covid-19 pandemic, conflict, commercialization, climate change impact and crisis. As such, the speaker suggested transformation on the mobility initiative which highlighted on value of mobility and role of human being.

PILLAR 1: Assoc. Prof. Dr. Wan Liza Md Amin

Research Nexus UiTM (ReNeU)

“Researchers Global Publication Partnership Strategies 2023”

Dr Wan Liza presented four research strategies in empowering global researchers’ path and minds. The strategies – (1) to identify researcher and partner forte, (2) aligning researcher and partners institutions goals, (3) sequencing partners and research publication output, and (4) facilitation partnership instruments. Collaborations between companies and universities are critical drivers of the innovation economy. The instruments in capturing the partnership include Memorandum of Understanding (MoU), Clinical Trial Agreement, Collaboration Agreement, and International Collaboration Agreements.

PILLAR 1: Prof. Dato' Dr. Mohd Zaki Salleh

Director of Integrative Pharmacogenomics Institute (iPROMISE)

“iPROMISE: A Centre of Excellence Driving Precision Health and UiTM Towards the Globally Renowned University 2025.”

The speaker is currently the Director of iPROMISE and CEO of Zakesy Biotech Sdn Bhd. He talks on Human Genome Projects and their translation into services and commercialisation. The project aims to identify all the genes in the human DNA to improve diagnosis and detection of disease, creation, useage, and designing of drugs. The Human Genome Projects involve precision medicine and precision health. Precision Health is the integration of genomics and other precision medicine interventions within real-world practice which is crucial in building a healthy nation. Translating UiTM Human Genome Research Outputs into Services & Commercialisation focus on six branches – personal genome analysis, OMICS, computational and bioinformatics, clinical and pre-clinical studies, genomic analysis, and quantitative and qualitative mass spectrometry.

PILLAR 2: Prof. Dr. Wardah Tahir

Curriculum Affairs Unit, Office of the Deputy Vice Chancellor (Academic & International)

“Sustaining Quality Academic Programme for Globally Marketable Graduates”

In line with UiTM vision to become a globally renowned university (GRU), one of the initiatives is through University Rankings. The UiTM Academic Programme Competitiveness Index, IDSPA (Indeks Daya Saing Programme Akademik) is used as a tool to assess the competitiveness of 442 UiTM academic programmes. The result showed three primary indicators of the IDSPA analysis namely the programmes popularity, enrolment, and the graduate employability, The metrics indicate whether the programme remains in demand and that graduates can easily find employment. A framework model of integrated academic programme sustainability maintenance is presented to capture the key components in assuring an academic programmes quality and sustainability. The expected impacts are sustainable programme marketability, flexible and dynamic academic curriculum preparing for the 21st century skills which meets the standard of regulatory and professional bodies (national and international) and keeping pace with industry needs.

PILLAR 3: Mr. Mohamed Izzat Bin Mohamed Khalil

Research Communication & Visibility Unit, Office of the Deputy Vice Chancellor (Research & Innovation)

“The Impact of Social Media Engagement on Visibility: A Preliminary Observation in the Office of Deputy Vice Chancellor Research & Innovation UiTM”

Research and Innovation play a vital role in any HLI, including UiTM. The challenges the university faces include:

- gathering expertise from faculties onto collaborative and synergistic platforms within niche areas
- establishing joint research facilities with external parties
- expanding networking and collaboration with private, industrial, and international agencies

Social media usage was a significant platform for enhancing visibility and fostering research and Innovation within the academic community and students. The study has chosen to observe the analytic tools of TikTok, Instagram, Twitter, Facebook, and YouTube to uncover valuable insights related to content categories and patterns. The study's findings shed light on the diverse landscape of media platforms and the nuanced patterns of viewership and engagement they exhibit. It becomes evident that different platforms, such as Facebook and YouTube, have unique characteristics that attract distinct user demographics and foster specific types of interactions.

PILLAR 4: Prof. Dr. Drs. Wilson Bangun

Universitas Kristen Maranatha, Indonesia

“Talent Development at Higher Learning Institution”

Talent Management is a process to obtain, retain, and develop human resources who could work for the benefit of the organization. The speaker highlighted the talent development process in Indonesia with the usage of 9 box matrix of talent development. The nine aspects include job enrichment, on the job development, special assignment, mentorship, vestibule school, job rotation/transfer, action-based learning, literature study and cross training. Merdeka Belajar Kampus Merdeka (MBKM) is a program developed with the aim of encouraging students to master various sciences to prepare them to enter the world of work with two main items – freedom to learning and freedom campus. The MBKM bring with it eight learning activities – student exchange, apprenticeship, teaching assistant, research, humanitarian project, entrepreneurial activity, independent project and build a village.

PILLAR 4: Prof. Dr. Novizar Nazir (International)

Universitas Andalas, Indonesia

“The Role of Supporting Staff for Community Engagement Activities”

The speaker highlighted two important aspects – community engagement and its activity, role and type of supporting staff for community engagement activities. Community engagement is a process that involves building relationships and fostering active participation between individuals, groups, or organizations and their local community. Such engagement is vital for addressing local issues, promoting social cohesion, and creating positive change within a community. There are five methods of community engagement namely Inform, Consult, Involve, Collaborate and Empower. Supporting staff are valuable and crucial in the practical and logistical aspects of community engagement as they ensure smooth operation, organization, and success of the efforts. The specific types of supporting staff can vary depending on the scale, complexity, and goals of the community engagement program.

PILLAR 4: Mrs. Nurul Aida Binti Noor Azizi

Perpustakaan Tun Abdul Razak (PTAR), UiTM

“Unleashing Potential: The Talent Pool Management Practices of UiTM Library”

The speaker is the Head of the Talent Development Unit of PTAR, UiTM. The vision of the unit is towards librarians striving to become subject matter experts (SME) by 2025. There are three phases in becoming a subject matter expert – (1) promotion and attracting talents; (2) facilitating talent selection; and (3) monitoring talent activities and initiatives. The challenges include identifying and attracting the right talent, resistance to change from typical roles to an expert, differences, and transformation process.

International Keynote Speaker: Assoc. Prof. Dr. Indrajit Pal

Asian Institute of Technologies, Thailand

“Risk Mitigation and Management Strategy for Higher Education Institutes”

Enterprise Risk Management is the process by which higher education institutions (HEIs) plan for and mitigate risk to their institution that could prevent them from achieving their strategic goals and objectives. One of the risks that HEIs need to manage is in the context of interdisciplinary research which are increasingly important and offer potential for novel breakthroughs. Despite that interdisciplinary research is not easy to maintain as researchers may lose focus, resulting in fewer outputs and may hinder personal career progression. Disaster preparedness mitigation and management (DPPM) is one of the programs set to instill the necessary interdisciplinary capacities in people on the front lines of disaster response and preparedness. The DPPM introduced seven crucial steps namely academic program, projects, research, fellowships, symposium, publications, and training which has been used and accepted by 23 countries internationally. HEIs need to manage its risk and interdisciplinary research is seen as a way forward to build resilience education system. To ensure DPPM success, government, agencies, experts and HEIs will need to work together in identifying the most pressing issues and necessities.

PILLAR 5: Prof. Dr. Mohamad Hariri Hj. Abdullah

Deputy Vice Chancellor of Industry, Community, & Alumni Network (ICAN)

“Institutionalizing KTP and TTP Through Community Engagement and Outreach”

Community empowerments discuss on strengthening community through social innovation which focus on facilitating community need, bringing people together through impactful projects across societies differences and envision engagement. The speaker deliberates on the forward strategy which include (1) collaboration, (2) opportunity, (3) engagement and (4) execute and focus on the initiatives undertaken by UiTM via Knowledge Transfer and Social Innovation Engagement and Research Helix (KaSEH UiTM). Projects undertaken include collaboration with Maxis, Celcom Axiata / Celcom Digi, Pfizer Malaysia, Lazada Malaysia, Maybank, Suruhanjaya Syarikat Malaysia, Kumpulan Wang Simpanan Pekerja, KL City Council etc.

PILLAR 5: Ms. Mary Pauline A. Jance

University of St. La Salle, Philippines

“Amplifying Service Learning in Higher Learning Institutions”

Service-learning is a flexible teaching approach that highlights experiential learning among students while creating community-based solutions. The critical components of service-learning are student (course content), instructor (meaningful service) and community partner (critical reflection). Service learning provides a paradigm shift in the academic world by producing a skilled labour force (understanding and solving real-life issues), nurturing and engaging the community and developing change agents. The four principles of service-learning, engagement, reflection, reciprocity, and public dissemination could be used in any program in HLIs, including food technology.

PILLAR 5: Dr. Donard Games (International)

Universitas Andalas, Indonesia

“Entrepreneurship Incubator Program”

It is an exciting sharing of the Minangkabau society in Indonesia, mostly small social traders. Lack of formal education, knowledge and capital has made them smaller traders nearby. The incubator program was introduced to transform these small traders into entrepreneurs with an innovative mind, the ability to seek opportunity and the willingness to take risks. The program has succeeded in producing new millennial entrepreneurs via several success stories, such as the Parewa Coffee, founded by Adil Wiska in October 2020, and the Bukik Gampong Organic, founded by Ilham Yudha Putra and Wahyu Nusa Lubis. The program focused on low-tech start-ups and opportunity-based entrepreneurs to enhance the incubators' effectiveness.

PILLAR 6: Assoc. Prof. Datin Sri Dr. Nazura Mohamed Sayuti

Director Alumni Network Centre, Office of Industry, Community, & Alumni Network (ICAN)
“Energizing Alumni Engagement: Outreach and Data Management Initiatives”

The Alumni Network Centre (ANC) acts as a liaison manager between universities and alumni. Such engagement will help build and stimulate continuous relationships between the universities and its alumni towards maximizing the alumni social capital in teaching and learning activities, community services, and promoting income generation. The Dashboard e-Alumni UiTM enables the university to capture and track its alumni community, allowing for greater engagement and outreach activities. The alumni involvement in the university activities will help the youngsters and promote and heighten UiTM visibility.

PILLAR 6: Dr. Pavalee Chompoorat Tridtitaniakiat

Chiang Mai University, Thailand
“Engaging industry, community and alumni as strategic partner in Thailand”

Strategic partnership with industry, community and alumni is crucial towards reducing government funding, preparing students on real-life job and allowing room and time for growth. The speakers shared on the five programs conducted in Chiang Mai University (CMU), Thailand for strengthening and transitioning the community after the pandemic. The programs are CMU local engagement plug and play, learning and working with CMU through job creation project (sponsored by Ministry of Higher Education, Science, Research, and Innovation), CMU start-up business, CMU knowhow for all and CMU pilot plant. These programs were successful in creating and offering 5,500 new employments, which witnessed the birth of 150 products from 210 communities and 50 new SMEs and start-ups.

EXTENDED ABSTRACT

**SYMPOSIUM ON STRATEGY & TRANSFORMATION
MANAGEMENT FOR TERTIARY EDUCATION
(SSTM – TEd 2023)**

THE KEY DRIVERS IN TRANSFORMING UNIVERSITI TEKNOLOGI MARA INTO A SUSTAINABLE GREEN CAMPUS

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ABSTRACT

The transformation of universities into sustainable green campuses has become a critical imperative in addressing environmental challenges and promoting sustainable practices. This abstract explores the key drivers that motivate UiTM to embark on this transformational journey. It highlights the role of students, faculty, and staff as change agents, the importance of institutional leadership and commitment, the influence of sustainability policies and regulations, the significance of financial considerations, and the impact of community engagement and partnerships. By understanding these key drivers, universities can effectively navigate the path toward becoming sustainable green campuses, fostering a culture of environmental responsibility and creating a positive impact on both campus life and the broader community. The objective of this paper is to highlight the key drivers in transforming Universiti Teknologi MARA into a sustainable green campus. Method involves compiling practices of green initiatives implemented on campus. Findings highlight implementation of sustainable practices is essential for successfully transforming a university into a sustainable green campus, which involves incorporating energy saving practices, promoting water conservation measures, encouraging waste reduction and recycling, prioritising green building designs, and engaging the campus community in environmental education and sustainable practices.

Keywords: Sustainability; Green Campus; Transformation; Key Drivers; Best Practices

1. INTRODUCTION

In July 2009, the Malaysian government released the Green Technology Policy in an effort to boost the economy and encourage sustainable growth. In the meanwhile, Malaysian institutions have used green technologies to qualify as "green campuses" for the UI Green Metric. The concept of a green campus in Malaysia aligns with the global understanding of creating sustainable and environmentally friendly educational institutions. In Malaysia, the green campus concept focuses on promoting sustainability practices and principles within the campus environment. Green Campus status is attained by making significant improvement in across campus community collaboration under one or several of the following themes: Settings and Infrastructure, Energy and Climate Change, Waste, Water, Transportation and Education (Mohd Isa et al., 2021). It goes beyond mere aesthetics and focuses on promoting sustainability, resource efficiency, and environmental stewardship.

Universiti Teknologi MARA

Universiti Teknologi MARA (UiTM) is a prominent Malaysian public university known for its focus on technical and professional education. It is crucial for UiTM to demonstrate its environmental responsibility and commitment to sustainable practices, setting an example for students and the wider community while creating a healthier, more sustainable learning environment that fosters innovation, reduces operational costs, and enhances the overall campus experience. Therefore, this paper focuses on the main motivations behind Universiti Teknologi MARA's conversion to a sustainable, green campus. As the largest institutions of higher learning in Malaysia, with 34 campuses nationwide, 1 main campus located in Shah Alam, 12 state campuses, 21 satellite campuses, 165,594 students and 18,725 staff. UiTM aims to become a Globally Renowned University (GRU) by 2025 by anchoring on three strategic thrusts namely Quality Education, Global Excellence and Value Driven Performance. The transformation of UiTM into a sustainable green campus is primarily driven by the strong commitment of UiTM's top management to campus sustainability. Furthermore, this transformation is facilitated by the establishment of dedicated entities that foster synergy and coordination among sustainability initiatives. The effectiveness of the sustainable green campus is measured, and stakeholder involvement plays a crucial role in ensuring the success of campus sustainability efforts.

The Office of Development (Infrastructure and Infostructure) consists of six departments: Infrastructure, Infostructure, UiTM Green Centre (UGC), Property Management and Investment and Occupational Safety and Health. UiTM Green Centre (UGC) intends to formulate UiTM's Sustainability Policy and blueprints in support of the original Greenation@UiTM vision and mission. Sustainability@UiTM has been a longstanding commitment for the university, evident since its inception. UiTM has consistently dedicated itself to the protection and preservation of the environment. The university's strategic planning for Sustainable Development Goals can be traced back to 2016. Building upon the foundation laid by the UiTM Sustainable Committee, the sustainability movement at UiTM has gained even greater momentum with the establishment of the UiTM Green Centre (UGC) and the Institute for Biodiversity and Sustainable Development (IBSD).

Pillar 5 of this concept is aligned with the Sustainable Development Goal 17 (SDG 17) that focuses on strengthening global partnerships for sustainable development. The goal recognizes the importance of collaboration and cooperation among different stakeholders, including governments, civil society, private sector, and international organisations, to achieve sustainable development. Industry and community involvement in green campus initiatives is crucial as it brings together diverse perspectives, expertise, and resources that strengthen the impact and success of sustainability efforts. Industry partners contribute specialised knowledge, technologies, and financial support, enabling the implementation of sustainable practices aligned with real-world standards. Collaboration with industry also creates opportunities for research, innovation, and the development of sustainable solutions. Community engagement fosters a sense of shared responsibility, builds a sustainable culture beyond the campus, and provides essential support for initiatives such as sustainable transportation and waste management. Involving industry and community stakeholders creates a collaborative network, promotes practical learning, enhances employability, and ensures that sustainability efforts have a broader societal impact, contributing to a more sustainable and resilient future.

The involvement of industry and the broader community plays a crucial role in supporting the transformation of UiTM as a green campus. UiTM is actively collaborating with Kloth Malaysia Sdn Bhd and Malaysia Building Society Berhad (MBSB) to develop sustainable programmes. Among successful initiatives is locating Kloth Cares bin at At-Tijarah, University Teknologi MARA, Puncak Alam Campus. This partnership has made room for a follow-up initiative where UiTM's Event

Management students of Puncak Alam Campus organised a recycling programme - Projek Kitar Kain. UiTM also actively promotes environmental sustainability through the UiTM Rakan Alam Sekitar (RAS) Student Chapter. This program serves a dual purpose: firstly, to encourage community engagement through hands-on activities, and secondly, to act as vigilant observers and collaborators with government agencies in combating environmentally harmful activities. Its main objective is to enhance community involvement while serving as a proactive force in protecting and preserving the environment. Other projects are My DiY Soap; a community project with Sekolah Kebangsaan Saujana Utama. The latest green project in the pipeline is with Central Sugars Refinery (CSR) for installation of solar powered bus stops in Shah Alam Campus.

It is important to highlight that UiTM strives in securing grant and consultation projects to transform the university into a sustainable green campus. This includes Projek Perintis Kampus Lestari, which UiTM Green Centre, PPII received an allocation of RM70,000 from Jabatan Alam Sekitar (JAS) under Rancangan Malaysia Kedua Belas (RMKE-12). Additionally, a study on satisfaction with solid waste management services and the impact of service delivery on solid waste management costs was conducted in collaboration with Kumpulan Darul Ehsan Berhad Waste Management (KDEBWM), with a total funding of RM100,010.31. The community and industry joined forces, engaging in a groundbreaking sustainability project aimed at fostering environmental stewardship and promoting responsible practices. The local community and industry have come together to actively participate in a groundbreaking sustainability project, forging a powerful alliance to drive positive change and ensure a greener, more environmentally conscious future for all.

2. METHOD

Strategic partnerships which are in line with SDGs 17 - the overall plan of building a centre (environmental and social research centre) and do well in the three aspects (theoretical research, publicity and education, and direct action). UiTM has promoted the construction of a sustainable green campus with the content of promoting green education, building a green campus, advocating green actions, and shaping green personality.

3. RESULTS AND DISCUSSION

Fabric Recycle Programme in Campus

The result of continuous efforts and collaboration with strategic partners can be seen through the receipt of 3 barrels of fabric placed at UiTM Selangor Branch Puncak Alam Campus (1 Bin) and UiTM Shah Alam (2 Bin). These fabric bins are donated by UiTM Green Centre's strategic partner, Kloth Malaysia Sdn. Bhd. and Malaysia Building Society Berhad (MBSB) Bank. This programme is a part of the Key performance index: P1 108: number of programs to reduce the use of paper and plastic on campus. Figure 2 shows the Fabric Recycle Bin in Puncak Alam campus, and Figure 3 and 4 in Shah Alam Campus.



Figure 2. Kloth Care Bin@UiTM Puncak Alam Campus



Figure 3 and 4. UiTM Shah Alam Campus

3.1. Participation in LCC2030C and Installation of Smart Meter

In addition to the UI GreenMetric World Rankings, UiTM Green Centre, Office of Infrastructure and Infrastructure, and other sustainability units on campus consistently demonstrate unwavering dedication towards the University's Sustainability Agenda and the pursuit of Sustainable Development Goals (SDGs). UiTM Green Centre, The Office of Development (Infrastructure and Infrastructure) has given its full commitment to the university's sustainability agenda and *Sustainable Development Goals* (SDG) continuously via participating in Low Carbon City 2030 Challenge (LCC2030C). Their active engagement in the LCC2030C exemplifies their commitment to fostering sustainability and driving positive change. LCC2030C is an initiative organised by Malaysian Green Technology and Climate Change Centre (MGTC), an organisation under the Ministry of Environment and Water, Malaysia. The aim of an initiative is to transform Malaysian cities to low carbon cities status by 2030.

The participation of UiTM in LCC2030C (as presented in Table 1) is a result of collaboration between UiTM and Majlis Bandaraya Shah Alam (MBSA). UiTM participation involving a Zon and 7 buildings: Section 1, UiTM Shah Alam; Chancellery Tuanku Syed Sirajuddin; Tuanku Abdul Halim Mu'adzam Shah College of Engineering Complex; College of Computing, Informatics and Media; College of Built Environment; Health Centre; The Academy of Language Studies; and The Office of Development Infrastructure and Infostructure complex.

On the other hand, Smart Meter installation program is an installation program on installing the use of electricity monitoring system devices at selected buildings at UiTM. The system has the ability to record the use of electricity in real time. The devices linked to the internet and the recorded utilisation data were stored in a database for several years. This program was contributed by MBSA as proof of appreciation to UiTM towards involvement in the LCC2030C program. This program was fully funded by MBSA. The installation, commissioning and training was conducted by Cahaya Dimaju Sdn. Bhd., contractor appointed by MBSA.

Table 1: UiTM participation and achievements in LCC2030C from 2019 to 2022

Zone and building	2019		2020		2021		2022	
	Diamond Award	Carbon reduction %	Diamond Award	Carbon reduction %	Diamond Award	Carbon reduction %	Diamond Award	Carbon reduction %
Seksyen 1, UiTM Shah Alam	*	*	4	38.77	4	27.31	5	45.27
Chancellery Tuanku Syed Sirajuddin	1	3.43	3	12.84	4	26.06	5	46.74
Tuanku Abdul Halim Mu'adzam Shah College of Engineering Complex	*	*	4	28.5	*	*	*	*
College of Built Environment	*	*	3	11.49	4	32.05	2	8.18
College of Computing, Informatics and Media	*	*	4	34.25	5	48.95	5	68.83
Health Centre	*	*	2	6.77	3	19.83	3	16.35
The Academy of Language Studies	*	*	*	*	*	*	4	37.86
The Office of Development Infrastructure and Infostructure complex	*	*	*	*	*	*	2	7.89

3.2. CAP SEA Project: Implementation of Single Use Plastic Free Community@UiTM

This is yet another of UGC's sustainable projects to green not only all UiTM campuses but also its vicinity. This project is an initiative undertaken with the fostering of strategic partnerships with GiZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) a worldwide service provider and partner in the field of international cooperation for sustainable development and international education work based in Germany, MGTC (Malaysian Green Technology and Climate Change Centre) the executive body for climate change and green technology for the Ministry of Environment and Water, Malaysia and MBSA (Majlis Bandaraya Shah Alam), the city council for Shah Alam, Selangor. Its foremost aim is in creating single-use plastic free cafeterias throughout UiTM campuses nationwide before venturing into other areas within the university campus and later expanding to the community outside of campus.

The project began with two sessions of the training of trainers (TOT) conducted by MGTC followed by the formation of a committee comprising of UGC and Ruang Niaga members to oversee the implementation of this project. A task force comprising of academics from various faculties and administrative staff was formed to implement and monitor the project on the ground. Various meetings involving all parties concerned including the cafeteria operators were held to create an awareness of the

urgent need to reduce single-use plastic waste in the environment. UiTM is also committed to carry out ongoing campaigns on the environmental threat posed by plastic, in the social media to create an awareness among university students, cafeteria operators and the entire university community to help realise the roles they play in ensuring environmental sustainability.

3.3 Festival Kelestarian Kampus Hijau UiTM 2022 and Anugerah Kelestarian Kampus Hijau 2022

With support from all UiTM campuses and advocated by the theme “Greener and Healthier Lifestyle”, the programme which was held for the second time took place from the 1st of November to the 31st of December 2022. The objectives of this festival were (1) to recognise contributions made by “Sustainability Warriors” who have been actively involved in sustainability movements locally and internationally, and (2) to acknowledge the campuses, faculties, responsibility centres or *Pusat Tanggungjawab (PTJ)*, and strategic partners that actively supported the University Sustainability Agenda in 2022. Among the attendees were UiTM strategic partners from several agencies: Kloth Malaysia Sdn Bhd, KDEB Waste Management, Landasan Lumayan Sdn. Bhd. (LLSB), the Department of Environment (DOE), Malaysian Green Technology and Climate Change Corporation (MGTC), Shah Alam City Council’s (MBSA) Department of Planning and Department of Solid Waste Management and Public Cleansing, Malaysia Sustainable University Campus Network (MySUN), Fathopes Energy, Central Sugar Refinery Sdn. Bhd. (CSR), Perbadanan Aset Air Berhad (PAAB), Avisena Specialist Hospital, and Sekolah Kebangsaan Saujana Utama.

4. CONCLUSION

The sustainability agenda is a crucial aspect for any university seeking to create a positive impact on the environment and society at large. By engaging with strategic partners, universities such as Universiti Teknologi MARA can leverage their resources, expertise, and networks to amplify the effectiveness of their sustainability initiatives. Through collaborations with like-minded organisations, universities can foster innovation, knowledge sharing, and collective action to address pressing sustainability challenges.

Strategic partnerships also offer universities access to broader networks and stakeholders. Collaborating with external organisations opens doors for engaging with government agencies, NGOs, industry leaders, and local communities. This facilitates knowledge exchange, policy advocacy, and community engagement, allowing universities to extend their influence and contribute to sustainable development at regional, national, and even global levels. In conclusion, strategic partnerships are vital for universities to advance their sustainability agendas. By collaborating with like-minded organisations, universities can combine their efforts, expertise, and resources to address complex sustainability challenges effectively. These partnerships foster innovation, interdisciplinary research, educational opportunities, and expanded networks, ultimately empowering universities to make a substantial and lasting impact on sustainability and create a better future for generations to come.

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The authors would like to express their gratitude to the following individuals and organisations for their valuable contributions and support in the preparation of this paper. Our heartfelt thanks go to the funding agencies and strategic partners for their resources and financial support. Their grant and expertise have provided the necessary resources to conduct green initiatives on campus effectively. We would also like to acknowledge the University's staff for their assistance in facilitating various aspects of transforming UiTM into a more sustainable green campus. Their contributions in data collection, technical support, and administrative assistance have been invaluable.

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SUSTAINING QUALITY ACADEMIC PROGRAMME FOR GLOBALLY MARKETABLE GRADUATES

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ABSTRACT

Universiti Teknologi MARA (UiTM) has expanded from an institute to a mega university that offers innovative education with state-of-the-art infrastructure and technology. UiTM provides more than 500 academic programmes at its 34 campuses, 4 colleges of studies, 13 faculties, and 9 academic centres nationwide. It continues to broaden access to higher education, contributing to nation-building by producing professionals and shaping the future. The university has the largest number of academic programmes in the country, covering comprehensively most disciplines. This paper examines the competitiveness of academic programmes, including their popularity, enrolment, and graduate employability. In the evaluation of the programme, an assessment tool named IDSPA (*Indeks Daya Saing Program Akademik*) is utilised. According to the results of the IDSPA analysis, most of the academic programmes are well-maintained, with some requiring curriculum revision. Some programmes require rebranding, while others may be discontinued. How does an institution ensure that its academic programmes are relevant, competitive, and viable? A framework of integrated academic programme sustainability maintenance is proposed to capture the key components in ensuring the viability of an academic programme.

Keywords: Quality education; academic programme; competitiveness; IDSPA; sustainability; curriculum

1. INTRODUCTION

Universities have a very clear noble mission. We produce new knowledge and skills for industry and society. We define future talents and ultimately the society in which we want to thrive. Since society and industry influence how higher education evolves, we continuously strengthen the mutually beneficial connection with the stakeholders. In the past sixty-five years, Universiti Teknologi MARA (UiTM) has expanded from an institute to a massive university with a total of 34 campuses and 523 different academic programmes. Our academic programmes are carefully designed to yield highly sought-after professionals with strong technical skills and knowledge. A recent poll done by Talentbank in collaboration with key businesses around the country resulted in Employability Ratings that were data-driven supported by Malaysia's top graduate employers. The survey results show that UiTM is among the best universities in Malaysia in terms of producing graduates who are in high demand. The Employability Ratings for 19 majors at UiTM are excellent, of which 4 (Arts and Design,

Civil Engineering, Culinary Arts, and Interior Design) are recognised as Exemplary and Champion in employability.

UiTM offers the most academic programmes in the country. Are all the academic programmes competitive and capable of producing globally marketable graduates? Because running an academic programme needs people and financial resources, how can we sustain our academic programmes' competitiveness in order to optimize those resources? The paper describes the use of IDSPA tool to assess the competitiveness of UiTM academic programmes. A framework model of integrated academic programme sustainability maintenance is proposed to capture the key components in ensuring an academic programmes viability.

2. METHOD

The method involves the application of UiTM Index of Academic Programme Competitiveness, IDSPA in the evaluation of academic programmes in UiTM. Next a framework model is proposed to represent the key components involved in ensuring quality education and sustainability.

IDSPA is a mechanism to measure the competitive level of an academic programme in order to meet current and futuristic needs and be able to compete on the global and international stage through the following five (5) indicators:

- i. Programme Popularity (data from Student Recruitment Division)
- ii. Enrolment (data from the Student Recruitment Division)
- iii. Teaching Quality & Learning Experience (data from the Responsibility Center (PTJ))
- iv. Marketability of Graduates (data from the University Transformation Division)
- v. Initial Monthly Income (data from University Transformation Division)

3. RESULTS AND DISCUSSION

[Education5.0@UiTM](#) presents several aspects on quality education and sustaining academic programme competitiveness for globally marketable graduates. A significant element to quality education is curriculum relevance. In terms of curriculum relevance, it is essential to design a curriculum that is contemporary, applicable to the needs of both students and society. This involves integrating essential skills like critical thinking, problem-solving, creativity, and digital literacy into the curriculum. Other aspects that are crucial in ensuring high quality education include accessibility, equity, inclusivity, lecturer's quality, learning outcomes, technology integration, parental and community involvement, also infrastructure and resources. The use of the IDSPA tool will help the management to ensure systematic monitoring of the programme implementation in line with the SDG quality education.

3.1. IDSPA Analysis

Figure 1 illustrates the outcomes from the IDSPA analysis for 442 academic programmes. 148 programmes are in Band 4-Sustain (*Kekal*), 199 programmes are in Band 3- Revise Curriculum (*Semakan kurikulum*), 72 programmes are in Band 2-Rebrand (*Penjenamaan Semula*) and 23 programmes fall in Band 1- Consider to discontinue (*Dipertimbang untuk dijumudkan*). The Master level programme has the highest number of Band 1 (16) followed by PhD (6). The majority of programmes (199) require curriculum revision.

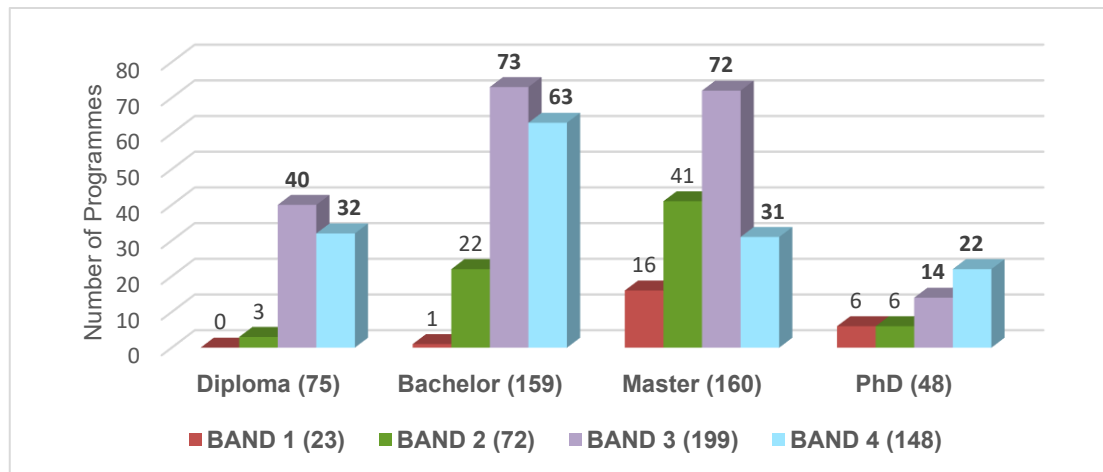


Figure 1. IDSPA overall analysis

Three primary indicators of the IDSPA analysis are the programmes popularity, enrolment, and graduate employability. These metrics indicate whether a programme remains in demand and whether graduates can readily find employment. How can an academic institution ensure that a programme remains relevant and future-proof? An integrated framework for academic curriculum sustainability is proposed which highlights the key component processes as shown in Figure 2 and described in Table 1.

3.2 Framework of Integrated Academic Programme Sustainability Maintenance

3.2.1 New Academic Programme Development

The first key component is comprehensive needs analysis for new programme development. This needs analysis will require the inputs from the potential students, industry collaborators, partner institutions and funding institutes, which will gauge the prospective student enrolment. Effective needs analysis will ensure programme marketability and sustainable student enrolment for years to come.

3.2.2 Academic Programme Implementation

Upon receiving provisional accreditation, the new academic programme is ready to be implemented. The key process includes curriculum constructive alignment, programme delivery and assessment while embracing the ideas of flexible and future-proof academic curriculum preparing for the 21st century skills in the VUCA (volatile, uncertain, complex, and ambiguous) environment. Students need to be prepared for a rapidly changing world by equipping them with adaptable skills, a broad knowledge base, and a forward-thinking mindset, fostering lifelong learning and empowering students to succeed in their chosen careers, regardless of how the future unfolds [2]. Important skill sets include critical thinking and problem-solving, technological literacy, interdisciplinary approach, flexibility and adaptability, ethical and global perspectives, creativity, collaboration, digital literacy, and resiliency. Among framework and guidelines available to be referred to are Malaysian Qualifications Framework (MQF) 2.0, Education5.0@UiTM, IR4.0, SDG, TVET/HETVET, EXCEL, collaborative teaching, and learning, CDIO, HyFlex and Flexible (*Anjal*) Curriculum.

3.2.3 Programme Accreditation

Around five to six months before the first batch of students graduate, the programme will need to be given full accreditation by the regulatory bodies such as the MQA, Engineering Accreditation Council (EAC), Board of Architects Malaysia, MBOT and other professional bodies. Accreditation of programmes helps to ensure that standards and requirements stipulated are complied with, such as the curriculum structures, core and supporting courses need to be taken to complete the programme governing body of knowledge.

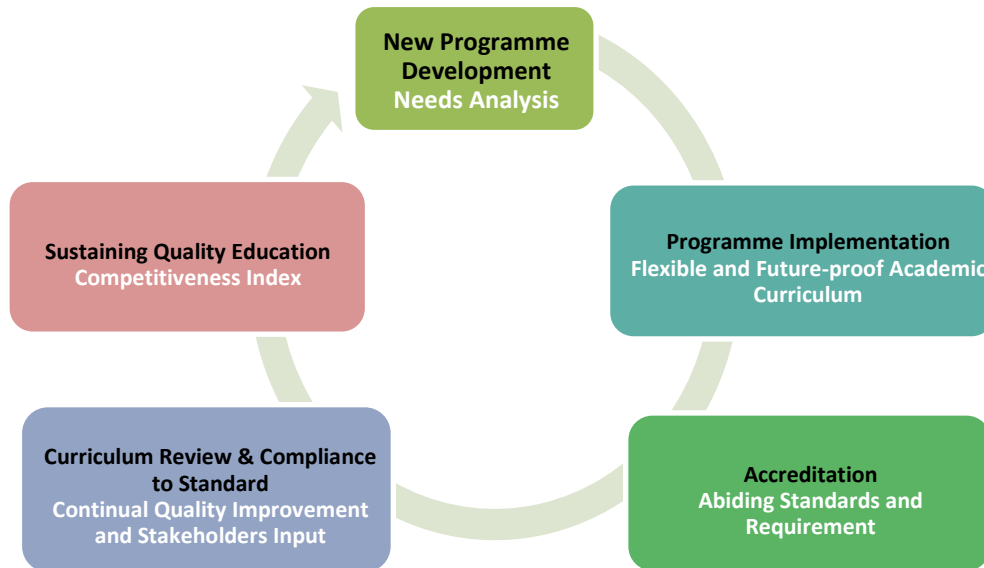


Figure 2. A Model Framework of Integrated Academic Programme Sustainability Maintenance

3.2.4 Curriculum Review and CQI

Curriculum needs to be revised from time to time as required and necessary. While revising the curriculum, learning outcomes, learning activities, and assessment are often seen as a priority in education [3]. Certain disciplines are more prone to curriculum change than others, such as in Computer and Information while others are less flexible. Curriculum flexibility is especially important to keep pace with the rapid development of new technologies, systems, and resources [4].

The attainment of Programme Educational Objectives (PEO) and Learning Outcomes (PLO) should be analyzed for Continual Quality Improvement (CQI) along with stakeholders' input such as from the alumni, industry, examiners.

3.2.5 Sustaining Quality Education

The relevancy and the competitiveness of the academic programme can be regularly analysed using the IDSPA tool as mentioned in the previous section. Metrics such as student enrolment and employability of the programmes indicate further actions such as rebranding or discontinuing may be considered. Graduates' employment in international level companies can be used as an indicator of global marketability.

Table 2. Criteria for Integrated Academic Programme Sustainability Maintenance Framework

Main Process	Key Component	Scope	Impact
New Programme Development	Needs Analysis	Inputs from stakeholders: potential students, industry, funding institutes, partners & collaborators	Ensuring sustainable programme marketability/student enrolment
Programme Implementation	Flexible and Future-proof Academic Curriculum	Guidelines and references from MQF2.0, Education5.0@UiTM , IR4.0, SDG, TVET/HETVET, EXCEL, HyFlex, Anjal	Effective constructive alignment, programme delivery and assessment. Future-proof flexible, dynamic and fluid academic curriculum preparing for the 21 st century skills
Accreditation	Abiding Standards and Requirement	MQA, AQA, Professional bodies	Meeting the standard of regulatory and professional bodies (national and international)
Curriculum Review & Compliance to Standard	Continual Quality Improvement and Stakeholders Input	Indirect (alumni, industry, examiners) and direct measurement and analysis of education objectives and learning outcomes attainment and CQI	In line with regulatory body requirement, keeping pace with industry needs ensuring programme performance and continual improvement
Sustaining Quality Education	Competitiveness Index	Programme Popularity, Enrolment and Graduate Marketability (national and international)	Improved graduate employability rating and university ranking, globally renowned university

4. CONCLUSION

Five key components for an integrated academic programme sustainability have been proposed to ensure quality education is maintained. The expected impacts are sustainable programme marketability, flexible and dynamic academic curriculum preparing for the 21st century skills which meets the standard of regulatory and professional bodies (national and international) and keeping pace with industry needs. Through these processes, we hope to sustain quality education, continue improving graduate marketability and university ranking towards globally renowned universities.

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EXPERIENTIAL COMMUNITY HEALTH PROMOTION: THE UITM 'SMILE' EXPERIENCE

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ABSTRACT

Objectives: To increase the awareness of oral health professionals/public regarding new norms in oral health services delivery via mobile applications, website, and webinars via communication engagement learning.

Methods: The programme was undertaken within the postgraduate Doctor in Dental Public Health course at the Faculty of Dentistry, Universiti Teknologi MARA, Malaysia. The activity was in the form of a digitalized health promotion programme. The programme included didactic teaching, practical sessions, and experiential learning'. Students were introduced to the fundamentals of organising an Oral health Campaign, website development, app development, and virtual promotion. They were also advised on interagency negotiation and collaboration, advocacy skills, effective communication, content development, project management and evaluation processes.

Results: Engagement analytics indicated more than 49000 online viewers within the first 30 days of the event.

Feedback by the stakeholders suggested that the programme was conducted successfully, however there were opportunities for improvement. The evaluation of the programme by participants showed that more than 90% agreed that the programme met its objectives in terms of aim, content, and effectiveness.

Conclusions: The experiential Community Health Promotion programme is able to achieve the expected learning outcomes from the perspective of both students and staff members.

Keywords: Community Engagement Learning, Dental Public Health, Experiential Learning, SMILE, Virtual Engagement

1. INTRODUCTION

The field of public health in general, and health education and promotion in particular, is fueled by a longstanding commitment to improve health and prevent disease and mortality in local and global communities through research and practice (Rosenstock, L., Helsing, K., & Rimer, B. K. 2011). Schools and programs of public health must equip public health professionals to conduct community health assessments that can be subsequently used by community partners to inform programs, policies, and interventions (Petersen, P. E., & Kwan, S. 2004). This skill must also extend to include the ability to disseminate knowledge and empower communities to bring about positive change through advocacy, health promotion programs and strategies.

Community-engaged learning (CEL) or experiential learning can provide students with many opportunities to directly apply skills in real-world settings and community organizations (Lund, D. E., & Bragg, B. 2020). CEL is broadly defined as structured learning experiences within the context of a community setting. It can include experiences such as practical and internships as well as applied projects required for course completion. The experiential learning within the context of this paper refers to a project-based assignment designed to allow students to master specific competencies as part of dental public health training at a specialist level.

This programme, themed “smile together and we smile forever’ is hoped to be able to serve as a platform for intellectual discourse amongst the dental fraternities, for sharing knowledge and disseminating information, to the professionals as well as to the general public towards achieving an ideal and optimum oral health service during the current covid 19 pandemics.

2. METHOD

This programme integrates the use of information and communications in managing a range of events and activities. The programme emphasizes the management and marketing of events through their entire process, from the initial idea, planning, and logistics to post-event evaluation. Considering the restrictions, we faced due to the lockdown phase of the pandemic at the time, we had no choice but to fully digitalize the entire programme, whereby the entire experiential community engagement was moved to a virtual platform. The programme allowed the postgraduate students to fully experience the community engagement and rigors of planning a major project at a time of strict movement control order.

A website and mobile app were developed to serve as a facilitator and mediator to convey the essence of the program throughout the implementation. It consists of promotion and updates on campaign activities such as officiation ceremony, webinars, mobile application and TikTok competition. Apart from that, the added value of this website is that it also provides the dental personnel and public with information about new norms and new standard operating procedures in oral healthcare delivery, general knowledge regarding Covid-19 and vaccines, and oral health-related knowledge.

The main agenda for the programme was a series of webinars conducted and streamed live on YouTube. The webinar was conducted in collaboration with multiple stakeholders from the dental industry namely, the Ministry of Health, Ministry of Defense, Malaysian Dental Association, Malaysian Dental Public Health Association, Glaxo Smith Kline, Colgate Palmolive Berhad. Engagement analytics was monitored throughout the event and feedback was sought from the stakeholders at the conclusion of the event.

3. RESULTS AND DISCUSSION

The programme garnered an audience of over 7,000 people through the 5 day-webinar, over 1,000 YouTube subscribers, 9,000 website visitors and over 500 Instagram followers. The YouTube channel received over 49,000 viewers from 16 different countries within the first 30 days of the event indicating the wide reach and impact of the event.

Table 1 shows the feedback from 3 of the main collaborators for the event. Participant feedback for the webinar showed over 90% of rated very good and above in terms of programme implementation, duration, setting appropriateness, content, and knowledge improvement. Participants also indicated that the webinars were successful in improving their skills, motivation, and commitment to oral health.

Table 1: Stakeholder feedback of the programme

Stakeholder/ strategic partner	STRENGTH
Oral Health Division, Ministry of Health	<ul style="list-style-type: none"> a. Interesting, short and easy-to-mention program titles with topics appropriate to the current covid-19 pandemic status. b. A comprehensive program, each webinar is presented by speakers from various agencies who are skilled, suitable, and coincident with the topic. The involvement of Public Figures as a panel in the webinar session is an interesting strategy for and should be continued. c. Extensive promotion through various social media mediums provides opportunities for various age categories of users. d. The medium used, virtually in accordance with the current situation, has given the people the opportunity to participate regardless of location and without borders. e. The program runs smoothly with fast and efficient technical support. E f. A very cost-effective programme
Malaysian Association of Dental Public Health Specialist (MADPHS)	<ul style="list-style-type: none"> a. Excellent handling, especially from a technical point of view. An excellent attempt to challenge oneself to the maximum level. b. Determining the individual responsible for "serving" the chat room is very good. c. The use of various social media is very good in increasing the reach of the message to a wider target group. d. The high number of views for each forum should be commended.
Malaysia Dental Association (MDA)	<ul style="list-style-type: none"> a. The theme is so apt for the current situation. Well planned webinars and good line-up of speakers. b. Good strategy on the promotion activities.
Stakeholder/ strategic partner	WEAKNESSES
Oral Health Division, Ministry of Health	<ul style="list-style-type: none"> a. Not enough involvement of the strategic partner in the planning and execution of the programme b. Webinars through YouTube limit access to users, there are users who are unable to access the facilities at work due to online restrictions by the department. Extensive promotion through various social media mediums provides opportunities for various age categories of users. c. The medium of communication is English and Bahasa Malaysia only. Subtitles, if available, can help viewers who are not proficient in the medium of this language. d. Limited time for the question-and-answer session meant that many questions could not be answered. e. Broadcast hours - most webinars are held on weekdays and office hours - although the broadcast is recorded, but cannot participate in interactive sessions

Malaysian Association of Dental Public Health Specialist (MADPHS)	a. There were some minor technical glitches during the opening ceremony.
Malaysia Dental Association (MDA)	a. Not enough public engagement.
Stakeholder/ strategic partner	OPPORTUNITY
Oral Health Division, Ministry of Health	<p>a. Virtual delivery provides an opportunity for access without boundaries. Information can be delivered to the community directly and problems can be solved immediately.</p> <p>b. The SMILE program can be continued, and dental health promotion is strengthened to be implemented more often on social media and not just limited to the season this program is implemented.</p>
Malaysian Association of Dental Public Health Specialist (MADPHS)	a. More active involvement of strategic partners in program planning in the future.
Malaysia Dental Association (MDA)	<p>a. Make it an annual event.</p> <p>b. An opportunity to see how far / how much has this event reached out on social media? Like, how many “hits” / “likes” ... and so on.</p>
Stakeholder/ strategic partner	THREAT
Oral Health Division, Ministry of Health	<p>a. Technical and internet line disruptions are a threat to the SMILE program, especially if there is disruption to the panel line.</p> <p>b. Access especially for viewers in areas where there is no internet</p>
Malaysian Association of Dental Public Health Specialist (MADPHS)	<p>a. Technical issues since the program is conducted entirely online.</p> <p>b. The speaker was unable to attend at the last minute.</p> <p>c. The program may not achieve the targeted objectives such as increasing public awareness regarding the new norms of dental services.</p> <p>d. Social media continuity created after the program is over.</p>
Malaysia Dental Association (MDA)	a. None

4. CONCLUSION

The programme is considered to have successfully achieved its objectives in and disseminating information, to the professionals as well as to the general public towards achieving an ideal and optimum oral health service during the current Covid-19 pandemic from the perspective of the reach of the programme and its impact on the participants and stakeholders. The next ‘SMILE’ programme will incorporate a physical outreach programme and include a bigger pool of industry and community partners.

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The authors would like to acknowledge all the collaborators for their cooperation and contribution in ensuring the success of the programme.

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MOVING FORWARD WITH INNOVATION: TAKING DENTISTRY TO NEW FRONTIERS

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ABSTRACT

Background: The oral healthcare landscape is ever changing, and it needs new and innovative solutions more than ever. The continuous demand for improved quality treatment and prevention, efficient service and improved prognosis and outcomes requires the dental industry to be proactive in accelerating inventions and innovations for the betterment of oral health care.

Aim: To this end, the International Invention and Innovation in Dentistry Exhibition (IIIDentEx) was conceptualized and realized in the year 2019 as the first dentistry driven invention and innovation platform. To date, this programme is entering its fifth installment.

Methods: IIIDentEx is a platform for inventors, innovators, and designers to present their work to the public and network with potential collaborators and business partners/investors in the oral healthcare sector. The competition-based event was categorized into three skill-based categories, namely the professional category, the young inventor/ innovator category, and the junior inventor/innovator category. The competition was evaluated based on a set of rubrics which included novelty, commercialization value, clarity of concept, applicability and relevance of the product and effectiveness of the product pitching or presentation.

Conclusion: IIIDentEx has become the leading dentistry driven innovation platform in Malaysia and is fast gaining an international presence.

Keywords: Innovation, IIIDentEx, Healthcare, Dentistry

1. INTRODUCTION

Innovate or invent? Both actions could result in betterment of the future in healthcare. As today's culture desires robust and sound evidence in creating new ideas or ways of doing things, innovation and invention in healthcare provides a promising future for better delivery and quality. What drives these innovations and inventions is the need to maximize the people's capacity to meet public and individual healthcare demands, accomplished by optimizing the effectiveness of every healthcare system.

Over these few years, the healthcare sector experienced substantial transformation, with unconventional business models, unexpected collaborations, and accelerated timelines requiring organizations to rethink how they operate. The persistence of evolving technology in healthcare and understanding in best practices and an organization's ability to acquire, assimilate, transform, and apply

these practices to their specific organization is part of the absorptive capacity conceptual model (Godfrey et. al, 2023). This conceptual framework is one of the examples that can be realized through innovation from the perspective of healthcare. Furthermore, healthcare organizations or governing bodies operating in emerging markets must have the flexibility and ability to cope with heterogeneous customer requirements (Wu et al., 2022).

The oral healthcare landscape is ever changing, and it needs new and innovative solutions more than ever. The continuous demand for improved quality treatment and prevention, efficient service and improved prognosis and outcomes requires the dental industry to be proactive in accelerating inventions and innovations for the betterment of oral health care.

While innovation is not a new concept in Malaysia, within dentistry and until recently, innovation was limited within certain industries or specialized laboratories. There were no dedicated platforms or arenas to showcase, discuss, and recognize innovative ideas. The pathway from conceptualization to proof of concept and commercialization was indefinite and uncertain especially among dental professionals.

Realizing this, we felt that there was a need to create an environment which would take innovation out of specialized labs of industries to the end users within the dental profession, namely the dentists, technicians and dental auxiliaries. To this end, the International Invention and Innovation in Dentistry Exhibition was conceptualized and realized in the year 2019 as the first dentistry driven invention and innovation platform. To date, this programme is entering its fifth installment.

2. METHOD

The International Invention & Innovation in Dentistry Exhibition is an exhibition of new and innovative products and concepts developed for oral healthcare. Through this exhibition, inventors, innovators and designers will have the opportunity to present their work to the public and network with potential collaborators and business partners/investors in the oral healthcare sector.

The competition-based event was categorized into three skill based categories, namely the professional category made up of professionals from the health sector or relevant industry or staff of higher education institutions including private and public universities including polytechnic, community colleges, nursing and dental colleges and SME industries; the young inventor/ innovator category made up of students from all Higher Education Institutes including public and private universities, polytechnic, industrial learning colleges, nursing and dental colleges and international student participation. The last category was the junior inventor/innovator category made up of school students (Age 17 and below) from government and private schools including vocational colleges. Competition themes included Oral Health Education, Promotion and Disease Prevention, Information Technology, Treatment Enhancement and Oral Health Care Delivery, Sustainable & Green Dentistry, Advocacy & Governance and Nutrition in Health. The competition was evaluated based on a set of rubrics which included novelty, commercialization value, clarity of concept, applicability and relevance of the product and effectiveness of the product pitching or presentation. Judging was done by at least 2 judges from the relevant field or specialty but not limited to dentistry.

As part of the exhibition, participants were also exposed to copyright and patenting procedures through the involvement of MyIPO. Collaboration with other industries such as Nano Malaysia Berhad,

Haleon, Colgate Palmolive and other local dental companies were also established as the exhibition also served as a platform to matchmake between inventor/ innovator and the industries.

A book is also published annually, showcasing write ups of innovation/invention ideas presented at each annual exhibition. Key opinion leaders and leaders in the dental world are also being brought in during the exhibition to give keynote speeches on relevant topics to the participants. An online platform is also made available for international participants who are unable to come and participate physically. During the pandemic when physical conferences were not possible, the entire event was conducted online as a virtual exhibition.

3. RESULTS AND DISCUSSION

3.1. Participants Demographic

Table 1 shows the distribution of projects, visitors, and industry collaborators from the first year of IIDentEx conception in 2019 to the latest in 2022. In general, there was a stable movement in the number of projects and industry collaboration. However, the number of visitors increased indicating heighten interest on innovation.

Table 1. Statistics of participation

	2019	2020	2021	2022
No of Projects	61	69	65	70
No of Visitors	163	187	156	220
No of Industry Collaborations	17	18	15	17

3.2. Outcomes

Table 2 shows the impact of the event in terms of gold medals awarded intellectual property registration, publications and income generated.

Table 2: Impact of the event

	2019	2020	2021	2022
Gold Medals	23	22	20	23
Intellectual Property Registration	14	15	18	20
Publications	22	30	29	26
Income Generated	68,110.00	70,388.89	39,750.00	66,340.00

4. CONCLUSION

IIIDentEx has managed more than 300 inventions/innovations projects for the past four years and more than 700 participants from various organizations. It has also led to more than 20 industrial collaborations with the event. This year, the fifth IIIDentEx will be held in Bangi Resort as a physical and virtual event. It will be conducted in collaboration with The International College of Dentist (ICD) as an effort to further promote the international presence of IIIDentEx.

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THE IMPACT OF SOCIAL MEDIA ENGAGEMENT ON VISIBILITY: A PRELIMINARY OBSERVATION IN THE OFFICE OF DEPUTY VICE CHANCELLOR RESEARCH & INNOVATION UITM

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ABSTRACT

This study examines the social media engagement patterns of the Office of Deputy Vice Chancellor Research & Innovation Universiti Teknologi MARA (UiTM). in their efforts to enhance visibility and promote research and innovation among academics. Through strategic content dissemination on Facebook and YouTube, PTNCPI aims to capture attention and inspire active participation within the academic community. By utilizing informational and recognition posters, as well as live and recorded videos, PTNCPI seeks to engage academics by sharing relevant research and innovation content. The analysis of engagement patterns reveals that YouTube's live sessions attract high viewership, while Facebook generates increased engagement through posts related to trending topics and recognition. This study sheds light on PTNCPI's effective utilization of social media platforms, providing insights into their content strategies for maximizing audience reach and impact.

Keywords: Social Media engagement, Pattern of social media user, social media engagements.

1. INTRODUCTION

In an era driven by digital connectivity, the Office of Deputy Vice Chancellor Research & Innovation or Pejabat Timbalan Naib Canselor Penyelidikan & Inovasi (PTNCPI) recognizes the significance of social media platforms in enhancing visibility and fostering research and innovation within the academic community. This study delves into the social media engagement pattern employed by PTNCPI, with a focus on its presence on Facebook and YouTube. Based on a journal written by Victor A. Barger, James W. Peltier, and Don E. Schultz (2016), they discuss that engagement patterns can improve news spreading and long-lasting engagement. One of PTNCPI's main objectives is to study social media engagement to promote and encourage academic scholars to actively pursue research and innovation. This study explores and gathers data from PTNCPI's Facebook and YouTube analytics tools to measure engagement patterns. The findings of this study can help improve PTNCPI's social media engagement based on viewers' overall behavior and interests, leading to the development of strategies to encourage and increase visibility of high-impact research and innovation.

As social media continues to gain widespread popularity globally, businesses are witnessing a rapid expansion of their social networks with the objective of fostering online engagement with their customers (Hallock, Roggeveen, & Crittenden, 2019). According to the website Statista, Facebook, being the dominant social media platform, achieved a monthly active user rate of 2.375 billion in April

2019 (Statista, 2019). However, the effectiveness of marketing investments relies on marketers' ability to strategically develop and disseminate content within these platforms, aiming to achieve desired outcomes such as customer engagement, which is consistently prioritized (Lee, Hosanagar, & Nair, 2018).

2. METHODOLOGY

In the study, social media analytics tools were extensively utilized to closely monitor the activities and performance of the department's official Facebook and YouTube accounts. The primary objective of this study is to comprehensively observe and analyze a range of tracking metrics, including but not limited to the number of viewers and the amount of likes garnered on both social media platforms. By delving deep into the data collected from these analytics tools, the study aims to uncover valuable insights specifically related to the content categories that have exhibited the highest levels of engagement among the target audience.

Medium Approach

This study will employ analytic tools to extract surface-level data from the selected social media platforms. Distinct analytic tools will be utilized for each platform, with Meta Business Suite chosen for Facebook and YouTube Studio Analytics employed for extracting data from YouTube. By leveraging these specific tools, the study aims to gather and analyze various metrics, including but not limited to engagement levels, such as the number of views, likes, comments, and shares. Furthermore, this study will also delve into demographic information, specifically focusing on determining the age and gender of the viewers present on both social media platforms. Through the analysis of such data, valuable insights regarding the target audience's characteristics and preferences can be revealed, enabling a more comprehensive understanding of the social media engagement patterns within the context of this study.

3. RESULTS AND DISCUSSION

Following the methodology outlined above, this study focused on observing two social media accounts associated with PTNCPI, namely Facebook and YouTube. The study specifically recorded statistics related to gender, age, and the content posted on each platform.

According to Figure 1.1, the data reveals that 50.5% of users on Facebook are female, while 49.5% are male. The largest segment of users falls within the age range of 35 to 44 years, accounting for more than 20% of the total. Following closely behind is the age group of 25 to 34, representing 19% of the followers. On the other hand, Figure 1.2 shows a different distribution on YouTube, with 75% of users being male and 25% female. The age group of 35 to 44 years old constitutes 47.7% of the total, followed by 28.4% in the age group of 25 to 34, and 23.9% in the age group of 45 to 54.

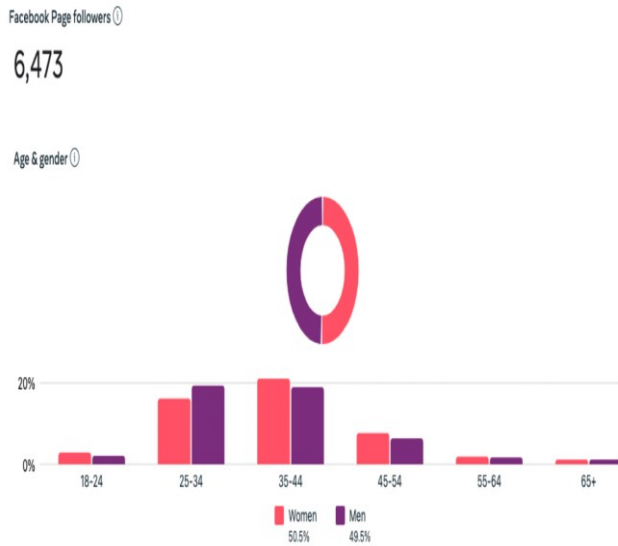


Figure 1.1 Gender and Age of Facebook Page Follower

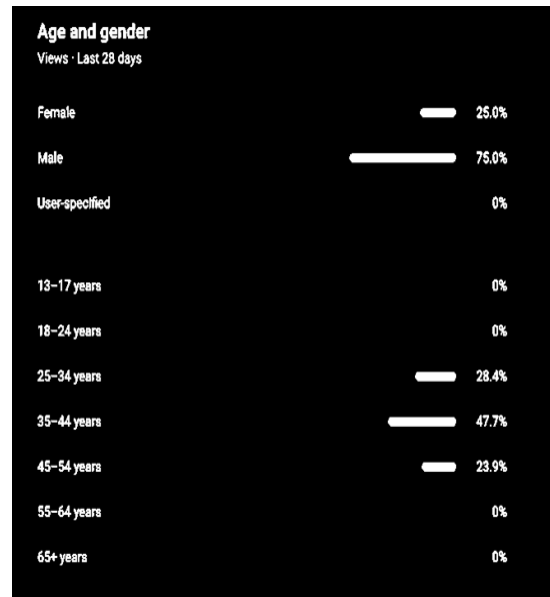


Figure 1.2 Gender and Age of YouTube Page Viewer

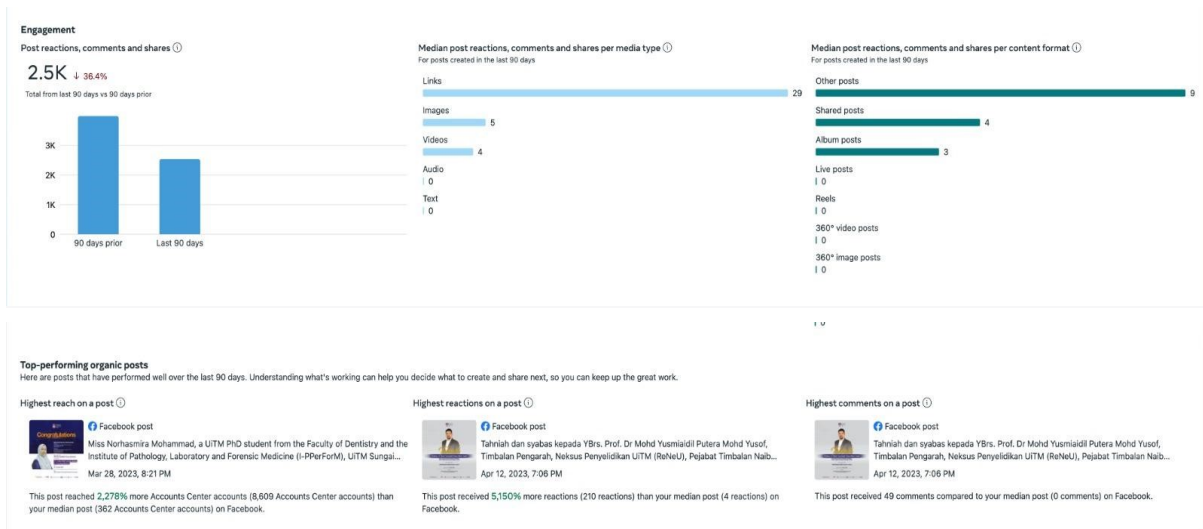


Figure 2.1: Contents on Facebook that have engagement.

Moving on to content engagement, Figure 2.1 exhibits the pattern and trend of posting styles that generate significant engagement. Notably, the content that garners the highest levels of engagement revolves around achievements and recognition.

Based on the findings presented in Figure 2.2, a distinct pattern emerges regarding the engagement levels between live stream videos and recorded & edited videos. Live stream videos account for 64.4% of the total engagement, surpassing recorded and edited videos, which constitute only 35.6%. It is noteworthy that PTNCPI consistently utilizes live stream videos on this platform, particularly for webinars and discussions, indicating their effectiveness in generating higher levels of engagement from the audience.

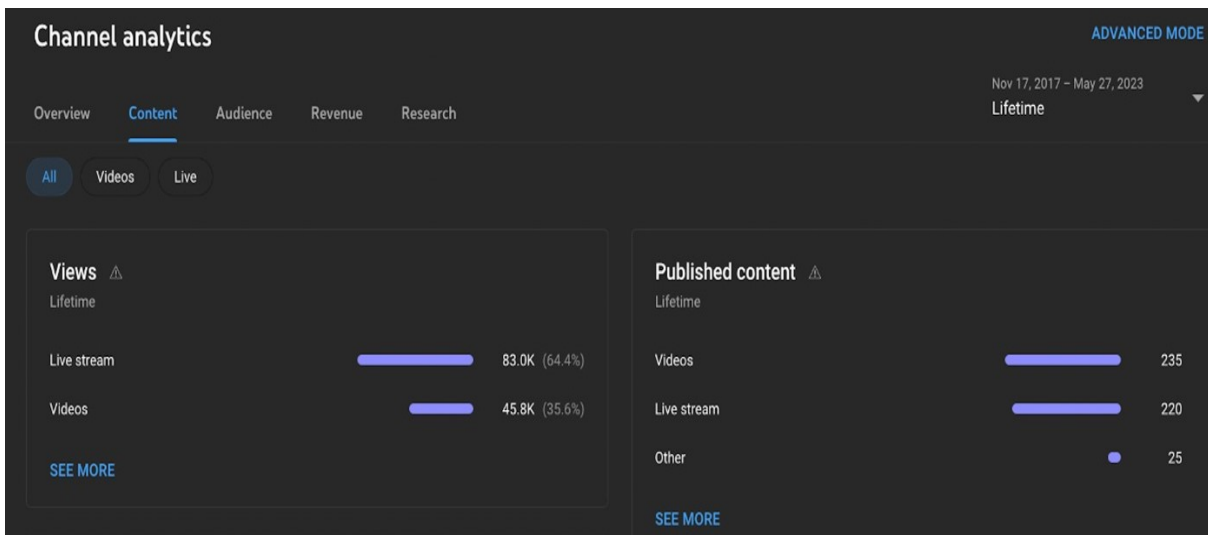


Figure 2.2: Analytics on YouTube that get engagements.

4. CONCLUSION

The findings of the study shed light on the diverse landscape of media platforms and the nuanced patterns of viewership and engagement they exhibit. It becomes evident that different platforms, such as Facebook and YouTube, have their unique characteristics that attract distinct user demographics and foster specific types of interactions.

When examining Facebook, it becomes apparent that this platform resonates particularly well with users who express their appreciation and engage in recognition-oriented posts. The users on Facebook actively participate in acknowledging achievements and recognizing notable contributions within the academic community. By providing a space for individuals to showcase their support and admiration, Facebook enables PTNCPI to cultivate a sense of recognition and encouragement among its audience, fostering a positive and appreciative online community.

On the other hand, YouTube emerges as a platform predominantly sought after by users with a thirst for knowledge and a desire to expand their understanding. The viewers on YouTube actively engage with PTNCPI's livestream webinars, recognizing the immense value of these educational sessions. Livestream webinars allow PTNCPI to disseminate research findings, share insights, and facilitate meaningful discussions, effectively catering to the knowledge-seeking audience on YouTube. By leveraging the power of livestream webinars, PTNCPI can effectively connect with viewers who prioritize learning and acquiring new information.

These distinct viewership patterns highlight the importance of tailoring content strategies to align with the preferences and motivations of users on different platforms. By understanding the specific interests and engagement behaviors of the audience on Facebook and YouTube, PTNCPI can strategically create and deliver content that resonates deeply with each platform's respective user base. Through these efforts, PTNCPI can maximize their reach, engagement, and impact on both platforms, nurturing a supportive community on Facebook and satisfying the thirst for knowledge on YouTube.

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UNIVERSITY-INDUSTRY-COMMUNITY ENGAGEMENTS: UiTM JOHOR BRANCH CHAPTER

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ABSTRACT

The principal goal of business is to maximise shareholder value and to generate returns to their investors. However, Academic institutions, such as UiTM, have diverse aims. In general, UiTM has a mission of becoming a Globally Renowned University of Science, Technology, Humanities, and Entrepreneurship. Universities and industry collaborations are on the rise. Collaborations benefit institutions such as UiTM, industry partners and community immensely. This is because collaborations foster crucial synergies and initiatives that increase the potential of all parties. For businesses, partnering with institutions provides access to knowledge and research that stimulates innovation, expands their resources, and bolsters their competitive advantage. On top of that, collaborations with industry partners provide academic institutions with effective means to stay abreast of changing market and industry dynamics and to comprehend the current requirements and desires of industry players. In addition to the extensive participation of industry participants, community-university partnerships are also crucial since the business environment is always changing. UiTM Johor Branch has taken the initiative to cooperate both locally and internationally with business, government, the non-profit sector, and the community to address existing and upcoming challenges.

Keywords: University-Industry involvement, University-community involvement, Globally-Renowned-University

1. INTRODUCTION

UiTM has set a five-year strategic goal which the ultimate aims are to be the Globally Renowned University (GRU) by the year 2025. Globally marketable University is a theme towards achieving GRU. UiTM has a different wave or theme every year and for the year 2023 the theme is “globally marketable”. To achieve this goal, the management of UiTM believes it does not only rely on academic quality, however UiTM should be comprehensive in all other matters including industry and communities’ engagements. The engagements with the industry and communities will give a synergy to UiTM. In addition, the primary objective of business is to maximise shareholders’ value and the profit-driven businesses are required to provide returns to their investors. On the other hand, from the point of view of academic institutions like UiTM, the profit is not exclusively measured in monetary

terms but importantly, it benefits the primary stakeholders, such as students and staff.

The vision is to establish UiTM as a Globally Renowned University of Science, Technology, Humanities, and Entrepreneurship by 2023 without ignoring ESI values which are Excellence, Synergy, and Integrity, (UiTM 's website). Yet, this could not be achieved without having strategic partnerships with the industry players.

Therefore, UiTM Johor Branch has taken many initiatives to establish strategic partnerships not only with the local companies but also with the international companies or institutions.

Universities and industry collaborations are on the rise. Between 2012 and 2016, the number of academic-industry partnerships reported more than doubled. In addition, according to the report, the number of papers co-authored by a research institution and an industry collaborator is rising steadily on a global scale. It was reported that 76223 papers were co-authored in 2015 while 83999 were co-authored in 2019 (Elsevier, 2021).

Collaborations benefit institutions such as UiTM and industry partners immensely. This is because collaborations foster crucial synergies and initiatives that increase the potential of both parties. For businesses, partnering with institutions provides access to knowledge and research that stimulates innovation, expands their resources, and bolsters their competitive advantage. Collaborations with industry partners provide academic institutions with effective means to stay abreast of changing market and industry dynamics and to comprehend the current requirements and desires of industry players.

In addition to the extensive participation of industry participants, community-university partnerships are also crucial. It has been argued by Groulx et al. (2020) that the comprehensive concept of university–community partnerships is necessary for the creation of sustainability initiatives. Additionally, researchers addressed the advantages of university–community partnerships. Consequently, this paper will discuss the perspectives of community stakeholders regarding the functions and activities that serve as the basis for effective university–community partnerships at Universiti Teknologi MARA (UiTM) Johor Branch.

As the business environment is continually evolving, UiTM Johor Branch has taken the initiative to collaborate locally and internationally with business, government, the non-profit sector, and the community to address current and future challenges.

2. STRATEGIC METHOD

2.1 UiTM Johor Branch context

In line with UiTM's main agenda, Universiti Teknologi MARA Johor Branch (UiTM CJ) aims to become a global-class institution towards Globally Renowned University (GRU) in the fields of Science, Technology, Humanities and Entrepreneurship by the year 2025.

This campus aims to help students to shape and achieve their true potential in intellectual, physical, and human development. The management places great emphasis on the welfare, health and safety of the students and staff “*This matter is a responsibility that must be shared by all parties on this campus*” (Zainon, 2023). The executive management (JKEN) of UiTM CJ has taken great roles in supporting the university GRU agenda. All divisions at UiTM Johor are responsible for planning and taking action

to make the GRU agenda a reality. As one of the most important divisions at UiTM, the Research, Industry Networking, and Alumni Division (BPJI&A) UiTM Johor Branch has been tasked to engage with the industry key players and communities.

As of May 2023, UiTM Johor Branch has two campuses, Segamat and Pasir Gudang, with a total of 9,607 students and land areas of 541.53 acres and 200 acres, respectively (according to the UiTM Johor website).

2.1.1 The Industry and Community Network (ICAN), a unit under the Research, Industry Networking and Alumni Division (BPJI&A) UiTM Johor Branch. This unit plays a role, among others managing and establishing professional networking between the campus and the industry partners and communities.

In addition, the unit is responsible for looking for opportunities and entering a memorandum of understanding with the industry partners. The aim of having an MOU is to establish a strategic partnership with the industry players. Other than that, this unit is also responsible for establishing harmonious relationships intertwined between the university and the industry.

ICAN is also responsible to strengthen the cooperation between academia and industry as well as the community with the goal of making UiTM a Globally Renowned University in 2025.

2.2 Process

The information presented in this article is not the typical "research data." Relatively, this paper shares the perspectives of partners and interested parties who participated to promote a highly engaged university - industry & community from the perspective of UiTM Johor Branch.

A few measures have been implemented to ensure the university's continued competitiveness. Among the initiatives are memorandum of understanding (MoU) and agreement (MoA) collaborations with major industry players and universities. Currently, the entire UiTM system has nearly 1800 active MoU partners (ICAN's Website, 2023). Despite this, as of April 2023 UiTM CJ has 94 MoU/MOA collaborators, with 16 local and international universities and 78 industry partners. With these MOU and MOA initiatives, the university particularly students and academic staffs have received many advantages. For example, in the teaching and learning activities, the students can learn from the industry's experts. As a result of these partnerships, UiTM Johor has a high rate of graduate employability (GE).

In 2022, UiTM CJ has reported 60 community-based projects. This is one of the highest that has been reported. UiTM CJ believes that in the year 2022, many community-based projects have been conducted but due to time constraint only 60 projects have been reported. However, in 2023 UiTM CJ is expecting more projects to be organized and reported.

3. FIGURES AND DISCUSSION

Figure 3.1 shows the number of active MoU and MoA between UiTM CJ and the partners. As of May 2023, UiTM CJ has 94 active partners. Among the partners there are 19 international partners where 15 are the international universities partnership and 4 industry partners.

Local industry partners are the highest number with 74 partnerships or 78.7% followed by international partners with a total of 19 partnerships or 20%.

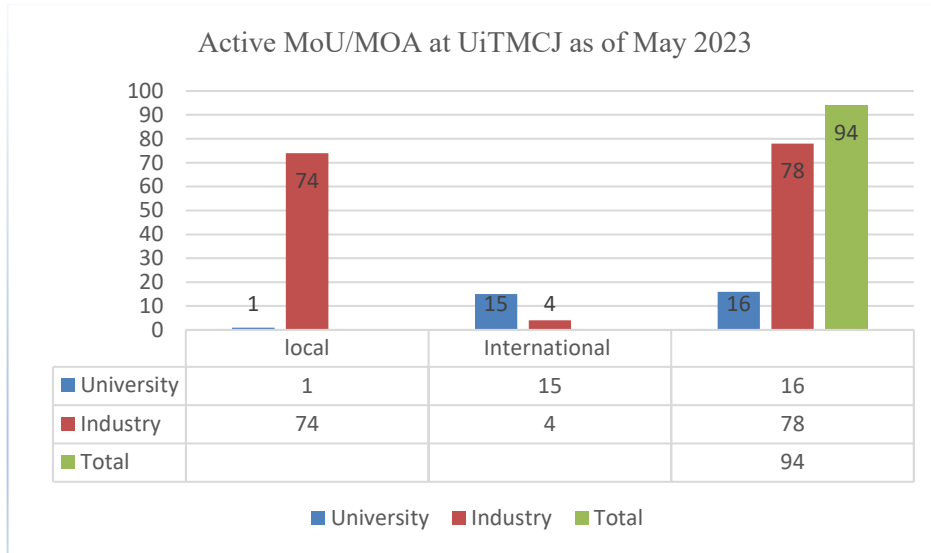


Figure 3.1. Active MoU/MoA at UiTM CJ as of April 2023

Meanwhile, Figure 3.2 shows the number of university social responsibility programs reported in the year 2022 and number of expected achievements for the year 2023. Even though the target increased by 240%, UiTM CJ is expected to achieve the target that has been set. The target and achievement for the year 2022 was 25 projects respectively. The number of projects that have been reported in the year 2022 was 40 projects but only 25 projects were accepted and met the requirements set by Centre of Network Community (CNC) UiTM Shah Alam. In addition, the target and expected achievement for the year 2023 is 60 projects.

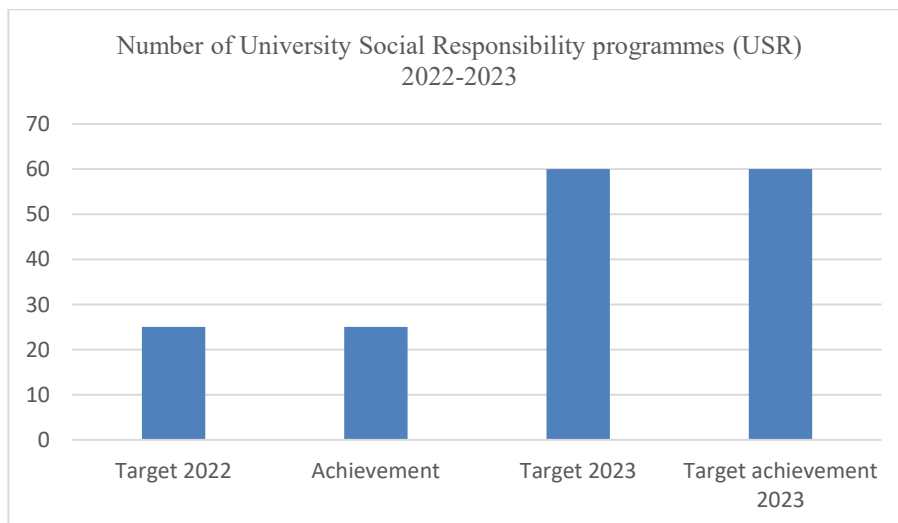


Figure 3.2: Number of University Social Responsibility programmes (USR)

Figure 3.3 shows the number of graduate employability at UiTM CJ from 2018 to 2021. It was reported that the graduate employability at UiTM CJ as one of the highest among UiTM branches in Malaysia for 4 constitutive years.

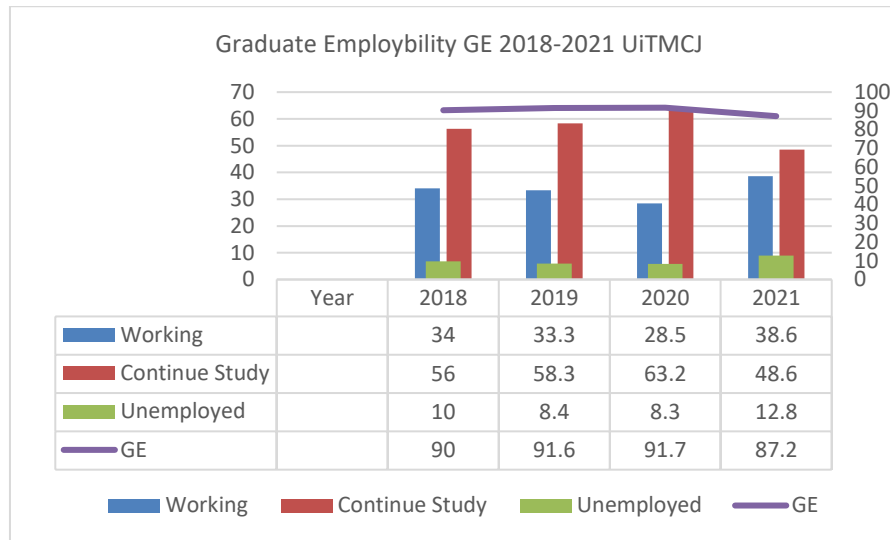


Figure 3.3: Graduate Employability 2018-2021 UiTM CJ in Percentage (%)

3.2 Discussion

To remain relevant and competitive, collaborations between universities and industry partners are crucial. Several studies have been conducted on this topic, for example a study by Awasthy et al. (2020) proposed a comprehensive holistic framework to address many aspects of university-industry collaboration to enhance effectiveness and to attain success.

Another study also discussed the importance of university-industry collaboration (Luthen, 2018) whereby the researcher highlighted that in the last decade, there has been an explosion in the number of research deals between companies and universities.

According to the Association of Public & Land-Grant Universities, collaboration is one of the most essential components of a national innovation system. Collaborative university-industry research and development benefits universities, industry, and the U.S. economy. Collaboration can accelerate the rate of discovery and its application to pressing societal issues (APLU, 2019). A number of studies (Curwood et al., 2011; Maruyama, 2011; Walsh, 2006; Walsh, 2021) have been conducted on the topic of establishing effective community-university partnerships, which is another crucial aspect of collaboration.

Furthermore, with reference to figure 3.3, graduate employability at UiTM CJ is one of the highest among UiTM campuses. This success may be attributable to ongoing efforts to collaborate with industry actors and communities. Numerous studies (Gul, 2019; Jollands, 2016; Tran, 2016;), among others, have found a correlation between graduate employability and collaborations with industry leaders.

UiTM CJ has already partnered with public listed firms in Malaysia and globally and has plans to collaborate with even more public listed companies in the coming years. UiTM CJ has also signed understandings and agreements (MoU) with international institutions and organizations in countries such as Indonesia, Thailand, Brunei, Singapore, Türkiye, Japan, and many more.

In addition to this, at least forty (40) memorandums of understanding (MoU) have been signed solely on the Digital Marketing 2u1i-programme at UiTM CJ. As part of this program, students will undergo a two-year academic program at the university and a one-year "hands-on" internship program within the partnered-organizations.

UiTM CJ's efforts towards University-Industry-Community engagements have been recognized with several awards, such as the MeTIC 2022 - Special Award of ICAN Deputy Vice Chancellor (Anugerah Khas TNC ICAN), MeTIC 2023, Best Industrial Collaboration Award, Community Program Award: Sustainable Program, Best Knowledge Transfer Program Award and Best Graduate Employability (GE) Program Award – UiTM CJ Trading Room. These are just a few awards that have been bestowed upon the UiTM Johor Branch.

Figure 3.4 represents The Industry and Community Network (ICAN), UiTM Johor Branch's current practices. ICAN assists the university in coordinating engagements between the university, industry, and the community. In addition, among ICAN's essential practices are collaborations, engagements, and commitments.

When it comes to collaboration, these activities include engagement with the external parties such as establishing memorandums of understanding or agreement (MoU/MoA), obtaining grants, joint research, knowledge transfer programs, industry attachment, and any other related collaborative activities. In the interim, engagements should be fostered among the community, alumni, faculty members, and students.

Other than that, the commitments of the Rector, Deputy Rectors, and Unit Coordinator are necessary to ensure that the current practices contribute towards desired outcomes. These practices contribute towards achieving the key performance indicators, rating, recognition, awards, graduate employability, number of collaborations, grants, and grant value. Moreover, another attribute which is vital towards achieving desired outcomes is the support systems, particularly the management and staff support. These are essential to ensure that the current practices implemented are in line with the performance indicators. Hence, it helps to contribute towards achieving the vision and mission of UiTM.

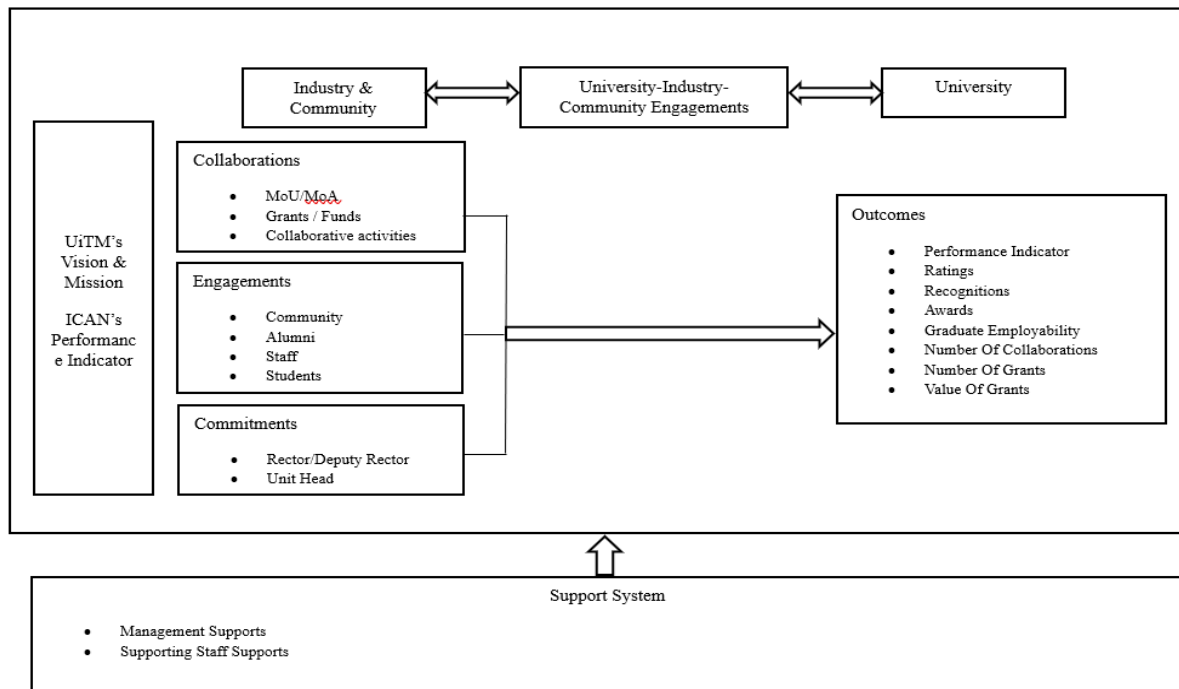


Figure 3.4 Current Practices of ICAN, UiTM Johor Branch

4. CONCLUSION

It is envisioned that this initiative would assist UiTM Johor Branch in remaining competitive; commitments from all stakeholders are essential to guaranteeing the success of these initiatives. UiTM Johor Branch in the direction of becoming Globally Marketable University 2023 and Globally Renowned University by 2025.

"Just because we fail in a struggle does not mean we should cease trying. Failure is the first step to learning, however. Embrace a small amount into every endeavor that will be made in the future with the intention of advancing religion, race, and nation. We are included in the group of individuals who contribute to the development of the ummah at UiTM, so we hope that through this virtuous intention, God will abundantly multiply our reward - Amanat Rektor UiTM CJ 2023 (Zainon, 2023)".

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DEVELOPMENT OF STRATEGIC ACTION PLAN (SAP) RISK MANAGEMENT FRAMEWORK

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ABSTRACT

UiTM2025, a five-year strategic plan, was developed to achieve the targeted goal of becoming a globally renowned university by 2025. To achieve the mission and vision of the university, the framework of a strategic action plan (SAP) was initiated for three strategic thrusts and nine strategic themes. Planning and monitoring all nine lead directors, 24 faculties, and 13 state campuses will be difficult without proper implementation of project management. Therefore, the University Electronic Programme Management Office (UePMO) system was developed in 2021 to facilitate project monitoring. Recent input from all university stakeholders resulted in a total of 1299 SAP projects being established in the system. However, a proper risk management framework is also needed to ensure these SAP projects can be carried out efficiently. Risk Management is an enabling function that adds value to the activities of the university and increases the probability of success in achieving our strategic objectives. It is about managing uncertainty and creating an environment where surprises are minimised. This research mainly focuses on aligning SAP projects to deliver impactful strategies to support performance indicators (PI) and is also aligned to risk categories, assessment through risk level, and mitigation plans by the project owners. The determination of risk level will assist the owner of the SAP project in developing a mitigation plan according to the severity of the risk and accelerate the achievement of the UiTM 2025 Strategic Plan.

Keywords: Strategic, Strategic Action Plan (SAP) Transformation, UiTM2025.

1. INTRODUCTION

In organizations, strategic planning is used to determine how the organisation is driven from the current state to the desired direction, with the status being reported periodically and strategically. The initiatives carried out in achieving the goals and targets set in the UiTM2025 strategic plan are translated into the Strategic Action Plan (SAP). The implementation of SAP is monitored by the Lead Director of UiTM and the University Transformation Division to ensure that the initiatives implemented are able to achieve the KPI and PI targets determined. A total of 1189 SAP projects have been registered for 2022 via the UePMO system. Overall, the number of projects that have been completed (80–100%) is 802 (67.5%). Meanwhile, 24 projects (1.3%) were not carried out in 2022. In conducting the projects, the total allocated budget was RM 71.6 million, with RM 55.9 million for the lead directors, RM 4.4 million for the faculties, RM 3.9 million for the campuses, and RM 7.3 million for the centre of excellence. Only 50.6% of the original budget was used to carry out SAP projects as actual expenses. This shows that more careful planning needs to be implemented at the beginning of the year so that the project can be implemented according to the original plan.

In managing the SAP projects, risk management was implemented to enhance activities and improve the chances of attaining strategic goals by managing uncertainty and minimizing shocks. This research aligns SAP projects to give optimal strategies to support performance indicators (PI) and risk categories, assessment (risk level), and mitigation strategies by project owners. Financial unsustainability, less preferred university of choice, weak value proposition, lack of research prominence, unemployable graduates, ineffective talent development and succession planning, inadequacy of delivery system, business disruption due to unexpected event, and unimpactful partnerships and alliances are the key strategic risks of UiTM. The determination of risk level will help the SAP project owner design mitigation strategies based on risk severity and expedite the UiTM 2025 Strategic Plan. The University Electronic Programme Management Office (UePMO) SAP Online system was created to simplify the process of registering and tracking the development of the risk level of SAP projects at UiTM. This research reports on the risk management of SAP projects conducted in 2022 and the mitigation actions taken.

2. METHOD

This research focused on risk assessment of SAP projects mapped to performance indicators and UiTM2025 key initiatives as shown in Figure 1. The project identification was conducted and matched to the Performance Indicator (PI) and UiTM2025 Key Initiatives (KI). From the data, risk assessments were conducted. Fundamentals of risk management consist of project planning, risk identification, risk assessment, risk monitoring and lastly conclusion and data keeping as shown in Table 1.

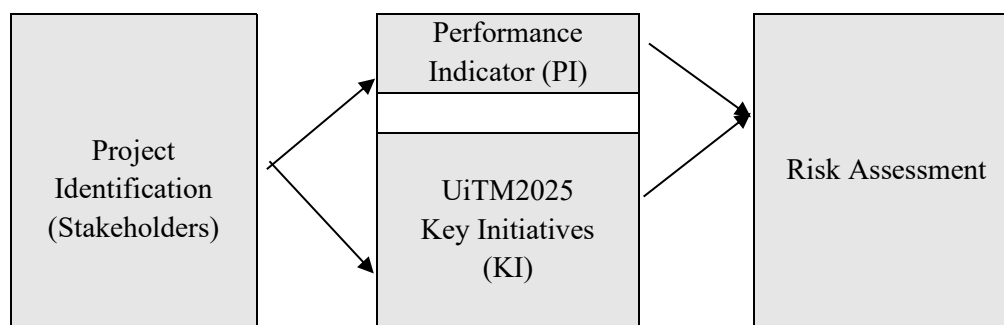


Figure 1 Project Mapping

Table 1 Fundamental of Risk Management

INITIATION	PLANNING	EXECUTION	MONITORING & CONTROL	CLOSING
Project planning	Risk identification	Risk assessment	Risk monitoring	Conclusion and data keeping
Effective communication, quality data presentation & documentation				

In project planning, all lead directors, faculties, and campuses designed and registered the strategic action plan (SAP) for the year 2022 that will assist in achieving the cascaded performance indicators (PI). These projects were also aligned with the UiTM2025 Key Initiatives (KI). The progress of these SAP projects was monitored quarterly, and key and subcategory risks were identified based on mapped risks in the UePMO system, which were further analysed by using the Power BI tool to visualise risk according to the strategic theme of UiTM2025. For risk assessment, risk levels were determined and

visualised through the Power BI tool to highlight high and extreme risk levels according to lead directors, faculties, campuses, and centres of excellence. A mitigation plan for all projects with high and extreme risk levels was documented and monitored quarterly to ensure the plan was able to reduce the risk level and eventually assist in the accomplishment of the set target for 2022.

3. RESULTS AND DISCUSSION

3.1. Key Strategic Risks

Figure 2(a)–(d) represents the key strategic risks of SAP projects for lead directors, faculties, campuses, and centres of excellence. Among lead directors, TNC ICAN shows the highest extreme risk level under unimpactive partnerships and alliances and the subcategory of R00901 (Ineffective national and international partnerships), with 39.5% of extreme risk as shown in Figure 2(a). Figure 2(b) shows the key strategic risk for faculties, where the highest risk level under the lack of research prominent and subcategory of R00404 (Low impactful research to the community and industry) was reported by KPK at 45.7% of extreme risk. The key strategic risks for campuses are shown in Figure 2(c). The highest values of extreme risk were given by Sabah, with 33.3% of extreme risk under lack of research prominence and the subcategories R00402 (Low staff indexed publication ratio) and R00403 (Low staff citation ratio). Another 33.3% were under business disruption due to unexpected events and subcategory R00807 (Pandemic). Among centres of excellence, MITRANS shows the highest level of extreme risk under the lack of research prominence category and subcategories of R00401 (Low number of high impact research grants, 28.6% of extreme risks), R00402 (Low staff indexed publication ratio, 28.6% of extreme risks), and R00403 (Low staff citation ratio, 28.6% of extreme risks), as shown in Figure 2(d).

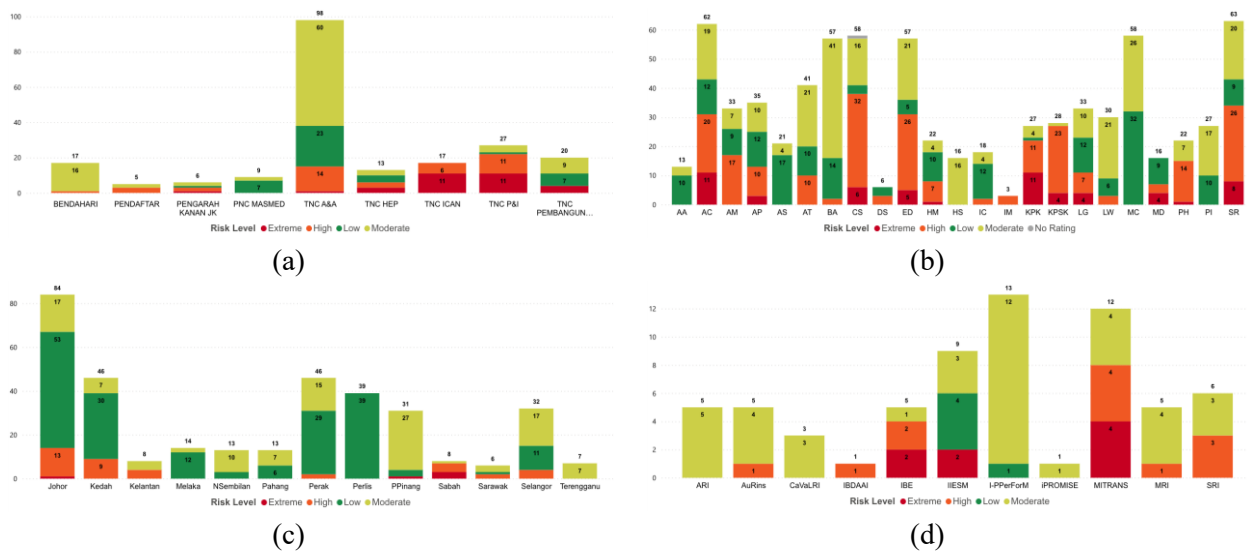


Figure 2 Key Strategic Risks of SAP Projects for (a) Lead Directors, (b) Faculties, (c) Campuses, and (d) Centres of Excellence

3.2. Risk Level

The determination of key strategic risks leads to the finding on risk level (extreme, high, moderate or low) using the equation.

$$\text{Risk Level} = \text{Likelihood of Occurrence (L)} \times \text{Magnitude of Impact (I)}$$

The values for the likelihood of occurrence varies between very low (1), low (2), medium (3) high (4) and very high (5) while magnitude of impacts are between insignificant (1), minor (2), moderate (3), major (4) or extreme (5).

The risk level of SAP projects for lead directors, faculties, campuses and centre of excellence for 2022 were:

- i. Lead directors – High risk (30.8% of risk for SAP among lead directors and 2.4% of risk for overall SAP projects)
- ii. Faculties - Moderate risk (35.2% of risk for SAP among faculties and 18.3% of risk for overall SAP projects)
- iii. Campuses - Moderate risk (49.1% of risk for SAP among campuses and 17.7% of risk for overall SAP projects)
- iv. Centre of excellence - Moderate risk (54% of risk for SAP among centre of excellence and 2.2% of risk for overall SAP projects)

The determination of risk level enables risk management to be conducted accordingly throughout the year. Proper risk management leads to the achievement of KPI/PI of SAP projects for lead directors, faculties, campuses, and centres of excellence, as shown in Figure 3(a)–(d). Among lead directors, 100% PI was achieved by PNC MASMED and TNC HEP through proper risk management throughout the year. 96.8% of PI was achieved by the Faculty of Accountancy, 95.4% by the UiTM Cawangan Perak, and 100% of PI was achieved by the IBDAAI and SMRI for faculties, campuses, and centres of excellence, respectively.

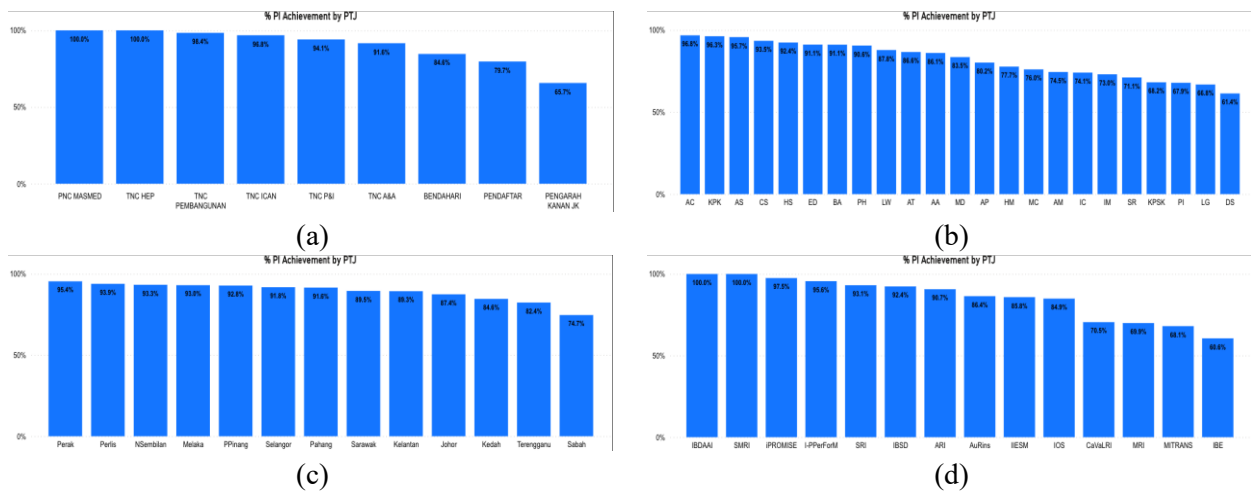


Figure 3 Percentage of PI Achievement for (a) Lead Directors, (b) Faculties, (c) Campuses, and (d) Centres of Excellence

3.3. Comparison of Risk Level in Q2 and Q4 of 2022

In general, the risk management throughout the year between quarters two and four has resulted in a decrease in the risk level, as shown in Figures 4(a)–(d). The implementation of impactful mitigation plans contributed to the reduction. For lead directors, a reduction in risk level was shown by TNC Pembangunan, Bendahari, TNC HEP, and PNC MASMED. For faculties, MC, BA, AT, AP, LW, PI, HM, AS, IC, and AA show reductions in their risk levels. Among campuses, only UiTM Cawangan Perlis shows a reduction, while for centres of excellence, a reduction in risk level was shown by IIESM, ARI, MRI, and CaVaLRI.

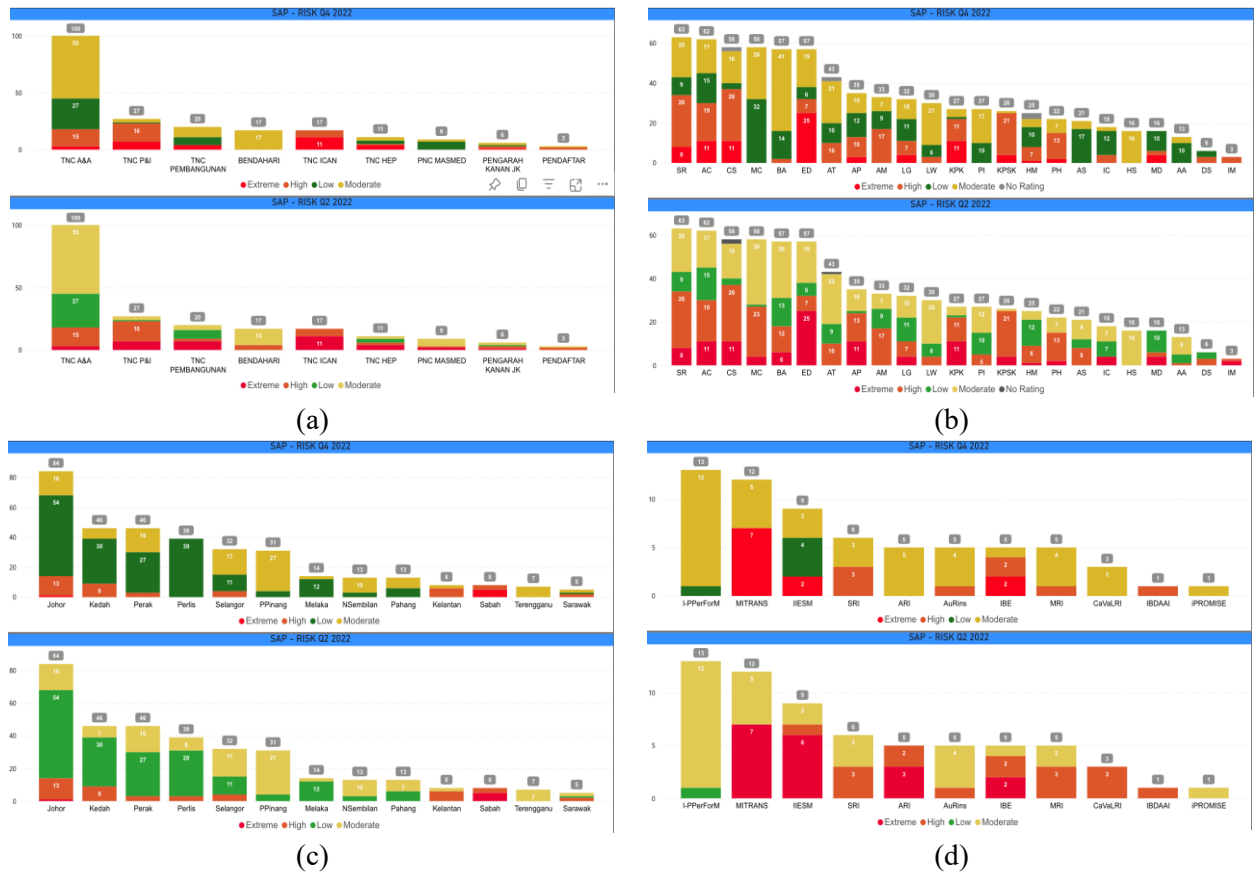


Figure 4 Comparison of Risk Level between Q2 and Q4 of 2022 for (a) Lead Directors, (b) Faculties, (c) Campuses, and (d) Centres of Excellence

4. CONCLUSION

The key strategic risk for lead directors is unimpactful partnerships and alliances, whereas the key strategic risk for faculties, campuses, and centres of excellence is lack of research prominence. The overall risk level for lead directors is high, but the overall risk level for faculties, campuses, and centres of excellence is moderate. PNC MASMED, TNC HEP (lead directors), IBDAAI, and SMRI (centre of excellence) achieved 100% PI through proper risk management. The risk level was also lower in the fourth quarter of 2022 compared to the registered risk level in the second quarter. According to the research, the determination of risk level and its management contribute to the PI achievement, that supports in the achievement of the UiTM2025 strategic plan.

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FOSTERING GROWTH: THE POWER OF STAFF ACCEPTANCE IN SHAPING STRATEGIC PLANNING WITHIN ORGANIZATIONS

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ABSTRACT

In the ever-evolving landscape of modern organizations, the symbiotic relationship between staff acceptance and strategic planning has emerged as a critical driver of growth and success. Staff acceptance is more than just compliance; it embodies the willingness of employees to embrace and actively support the organizational objectives laid out in strategic plans. When employees genuinely believe in the direction and goals of the organization, they become invested stakeholders, contributing their expertise and commitment to the execution of strategic initiatives. This article explores how a culture of open communication and shared purpose enhances staff acceptance. It discusses how organizations that prioritize transparency, provide avenues for employee input, and cultivate a sense of ownership are better positioned to align staff attitudes with strategic goals. Such alignment not only fuels innovation but also strengthens the execution of plans, as employees are more likely to proactively adapt to changes and overcome challenges. Ultimately, this article underscores the notion that staff acceptance is not an isolated HR concern, but a cornerstone of effective strategic planning. By nurturing an environment where staff members feel valued and integral to the organization's success, businesses can harness the power of collective dedication to drive growth and realize their long-term vision.

Keywords: Strategic Planning, UiTM2025, Staff, Acceptance

1. INTRODUCTION

Strategic planning (SP) has long been the preferred approach to strategy formulation in public organizations at all levels of government. It typically includes an analysis of an organization's mandate, mission, and vision and an analysis of an organization's internal and external environment, identifying strategic issues based on these analyses and stipulating strategies to address these issues (Bryson 2018). A recent meta-analysis indicates that SP contributes to organizational performance—and particularly organizational effectiveness—thus explaining its popularity (George, Walker, and Monster 2019).

Chronologically, SP typically starts off with the question of who to involve during SP. Subsequently, the process of SP is carried out and, ultimately, a strategic plan is delivered as the product of that process. One starts off by identifying the people, moves on to the process, and finally delivers the plan, which then needs to be implemented. Following this sequence, it can be argued, the people involved in SP will influence how the process of SP takes place. How the process of SP takes place, in turn, will influence the quality of the strategic plan, which, finally, will influence the implementation of the strategic plan.

Staff acceptance plays a crucial role in the successful implementation of strategic planning within organizations. When staff members are involved in the planning process and accept the strategic plan, they are more likely to be committed to its execution and contribute to its achievement. One key aspect of staff acceptance in strategic planning implementation is the involvement of staff members in the planning and implementation process. Research has shown that when staff members are actively engaged in the development of the strategic plan, they are more likely to understand and support the goals and objectives outlined in the plan (Casey, 2015). This involvement can be achieved through various methods, such as soliciting input and feedback from staff, conducting workshops or focus groups, and creating opportunities for staff to contribute their ideas and perspectives (Casey, 2015). By involving staff members from the beginning, organizations can foster a sense of ownership and commitment to the strategic plan, increasing the likelihood of successful implementation (Casey, 2015). Additionally, staff involvement fosters a sense of empowerment and motivation, as they feel valued and included in the decision-making process (Buller & Gypin, 2021).

Furthermore, the allocation of resources, both financial and human, is crucial for effective strategic planning implementation. Adequate financial resources are needed to support the execution of the strategic plan, including the implementation of specific initiatives and projects (Nguu & Maina, 2019). Similarly, having a capable and trained staff is essential for the successful implementation of the plan (Manero et al., 2019). Staff members need to have the necessary skills and knowledge to carry out their assigned tasks and responsibilities related to the strategic plan (Manero et al., 2019). This may require providing training and professional development opportunities to ensure that staff members are equipped with the required competencies (Manero et al., 2019). By investing in resources and staff development, organizations can enhance staff acceptance and facilitate the implementation of the strategic plan.

In addition, organizational culture and leadership play a significant role in staff acceptance and strategic planning implementation. A positive organizational culture that values collaboration, open communication, and innovation can foster staff acceptance and engagement with the strategic plan (Winslett, 2016). Strong leadership that effectively communicates the vision and goals of the strategic plan, provides support and guidance to staff, and creates a conducive environment for implementation is crucial (Buller & Gypin, 2021). Leaders who actively involve staff, listen to their input, and address their concerns can build trust and commitment among staff members, leading to higher acceptance and engagement with the strategic plan (Buller & Gypin, 2021).

Moreover, the evaluation and monitoring of the strategic plan's progress are essential for staff acceptance and implementation. Regularly assessing the outcomes and impact of the plan allows organizations to identify areas of success and areas that require adjustments or improvements (Sadeghifar et al., 2017). By involving staff in the evaluation process and providing them with feedback on their contributions, organizations can reinforce staff acceptance and motivation to continue working towards the strategic goals (Sadeghifar et al., 2017). Additionally, the flexibility to adapt the plan based on emerging evidence and changing circumstances is crucial for successful implementation (Nabyonga-Orem et al., 2018). This adaptability demonstrates to staff members that their input and feedback are valued, further enhancing their acceptance and engagement with the strategic plan.

UiTM2025 is a strategic plan established by Universiti Teknologi MARA (UiTM) that integrates policies and planning at the university, national, and global levels. The plan is based on a strategic framework that takes into account the current performance of the university, as captured through the review of the UiTM 11th Malaysia Plan and 2016-2019 UiTM's performance report. The UiTM2025 strategic plan is divided into three main strategic trusts: Quality Education, Global Excellence, and

Value-Driven Performance. Each trust has several strategic themes that outline the specific goals and objectives of the plan. Under the Quality Education trust, the strategic themes include Education 5.0@UiTM, Entrepreneurial & Well-Balanced Graduates, and Widened Access. The Global Excellence trust includes themes such as Translational Research Development Innovation and Commercialization, and Industry, Community & Alumni Smart Partnership. The Value-Driven Performance trust focuses on Talent Excellence, Agile Governance, Smart Campus, and Sustainable Funding.

The implementation of UiTM2025 involves a wide range of stakeholders, including senior management, staff, students, industry partners, and alumni. The plan aims to achieve its objectives through a combination of initiatives, programs, and partnerships that are designed to enhance the quality of education, promote global excellence, and drive value-driven performance at UiTM.

To ensure the successful implementation of this plan, it is important to monitor the understanding and commitment of staff members towards its implementation. One way to do this is by conducting a yearly survey among UiTM staff members. This survey, which is one of the efforts by the Bahagian Transformasi University, aims to identify the key issues and challenges faced by staff members in implementing the strategic plan. By regularly assessing the understanding and commitment of staff members towards UiTM2025, the university can ensure that its efforts are aligned with the needs and expectations of its staff, leading to a more successful implementation of the plan. This paper highlights the acceptance and commitment staff toward the implementation of UiTM2025 based on the yearly survey conducted by Bahagian Transformasi Universiti, Universiti Teknologi MARA.

2. METHOD

The methodology for assessing the level of awareness and understanding of UiTM2025 involved conducting a survey annually over a period of three consecutive years. The survey specifically targeted staff members, including both academic and administrative personnel, as the respondents. The survey was administered in the month of October each year, with a duration spanning one month. This approach allowed for a comprehensive examination of the evolving trends in staff awareness and comprehension regarding UiTM2025's goals and objectives. The utilization of staff members as respondents ensured insights from various facets of the university community, providing a well-rounded perspective on the effectiveness of communication and engagement strategies related to UiTM2025.

Table 1. Response Rate

Years	Duration	Respondents
2020	February - August	1220
2021	December	735
2022	June – December	157

3. RESULTS AND DISCUSSION

Over the course of three consecutive years, a comprehensive evaluation was conducted to gauge the level of awareness and understanding of UiTM2025 among the university's staff members. The data collected from the surveys conducted in 2020, 2021, and 2022 revealed a steady and noteworthy increase in the levels of awareness and comprehension. In 2020, 80.5% of the surveyed staff members demonstrated an understanding of UiTM2025's goals and initiatives. This percentage saw a slight increase in 2021, with 81.2% indicating a heightened awareness. However, the most significant progress was observed in 2022, with an impressive 96.2% of the staff expressing a clear understanding of UiTM2025. This progressive trend underscores the effectiveness of communication and engagement strategies employed by the university, as well as the growing integration of UiTM2025's objectives within the staff community's consciousness.

The consistent rise in the level of awareness and understanding reflects the success of the strategic initiatives put in place to disseminate information and promote engagement with UiTM2025. This upward trajectory suggests that the annual surveys conducted in October served as valuable tools for tracking and evaluating the effectiveness of communication efforts. The substantial increase from 2020 to 2022 highlights the successful alignment of staff engagement strategies with the goals and aspirations of UiTM2025, contributing to a more informed and engaged staff community that is well-equipped to actively contribute to the university's transformative journey.

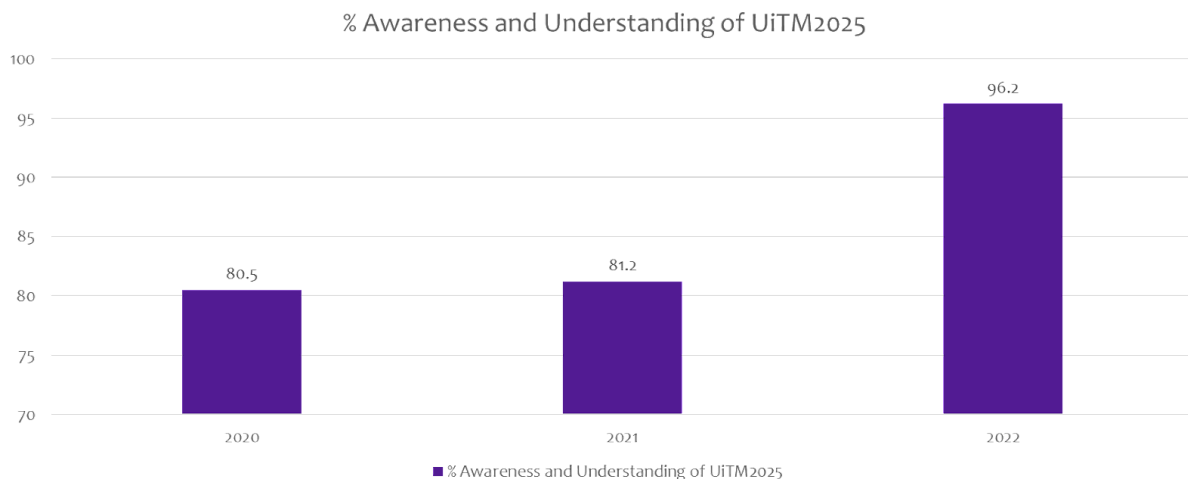


Figure 1. Awareness and Understanding on UiTM2025

Across three consecutive years of survey administration, a diverse range of responses and feedback were systematically gathered from the university's staff members, forming a crucial foundation for refining and aligning the strategic framework of UiTM2025. These valuable insights provided a nuanced understanding of staff perceptions, enabling the identification of areas requiring further clarification, communication enhancement, or strategic adjustment. By actively engaging with staff perspectives, UiTM demonstrated its commitment to creating a responsive and inclusive strategic planning process, ensuring that the aspirations and concerns of its workforce are seamlessly integrated into the ongoing evolution of UiTM2025.

Table 2. Response and feedback on UiTM2025

Response and Feedback	
Year 2020	
1	High teaching load by academic staff
2	Information/announcements does not reach the operational levels (example: funds - funds allocated at the university level).
3	Limited budget
4	Cost-saving efforts by the PTJ do not benefit the PTJ itself.
Year 2021	
1	Financial support
2	Continuous communication on effective implementation strategies
3	Fair and equal distribution for KPI target
4	The university's visibility needs to be further enhanced.
5	Improvement of current infrastructure to support the goals of UiTM2025.
Year 2022	
1	Financial support
2	Continuous training to the staff
3	Top management support
4	A clearer and easier career path
5	Resources support
6	Effective and continuous communication

In a concerted effort to ensure comprehensive alignment with the strategic objectives of the university, all responses and feedback provided by the staff were meticulously considered during the process of refining the university's key performance indicators. By valuing the insights and perspectives of its workforce, the university underscored its commitment to fostering a collaborative environment where the collective input of staff members plays a pivotal role in shaping the direction and benchmarks of success. This inclusive approach not only promotes transparency but also strengthens the resonance between the strategic vision of the institution and the efforts of its dedicated staff.

4. CONCLUSION

Strategic planning (SP) has long been the preferred approach to strategy formulation in public organizations at all levels of government. When staff members are involved in the planning process and accept the strategic plan, they are more likely to be committed to its execution. UiTM2025 is a strategic plan established by UiTM that integrates policies and planning at the university, national, and global levels. The plan aims to achieve its objectives through a combination of initiatives, programs, and partnerships that are designed to enhance the quality of education, promote global excellence, and drive value-driven performance. UiTM2025 surveyed its staff members for three years. The responses and feedback formed a crucial foundation for refining and aligning the strategic framework. By actively engaging with staff perspectives, UiTM demonstrated its commitment to creating a responsive and inclusive strategic planning.

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EMPLOYABLE GRADUATE: UiTM PROFESSIONAL ACCOUNTANCY PROGRAM EXPERIENCE

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ABSTRACT

Higher Learning Institutions (HLIs) should aim to produce high-quality human capital that meets local demand and is globally marketable. HLIs need to take stock of the current state of graduate employability from both the employers' and the graduates' perspectives if they are to respond effectively to the knowledge and skills requirements of the industry. Globally, graduate employability is a concept that is becoming increasingly popular in the higher education sector. The underlying assumption is that graduates need attributes other than those skills needed in the subject-specific discipline. This article provides a sharing experience of the professional accountancy program in UiTM, especially on the journey of getting the platinum status awarded by the global professional accounting body. In addition, two key points worth sharing are the student's top achievement and how to be employable once they complete their study. Using synthetic analysis, the main points from the graduates were gathered during a series of sharing sessions with the new students to motivate them to become chartered accountants and be employed globally.

Keywords: employable graduate, accounting program, professional body

1. INTRODUCTION

The Professional Accountancy Program is designed to provide students with the necessary skills and knowledge to become successful accountants. This program aims to produce employable graduates with a strong understanding of accounting principles and the ability to analyze business situations critically.

Accounting is a fundamental component of any business, so employers expect accounting graduates to have a solid foundation in the subject matter (Pratama et al., 2020). While the responsibility of educating accounting students includes preparation for professional work and professional identity, the research indicates that graduate education or employer training programs may be better able to address the development of strategic critical thinking skills (McClure-Nelson, 2020).

Employability skills are essential for accounting graduates to succeed professionally (Dyki et al., 2020). This shift is reinforced by professional accounting bodies worldwide that recommend broadening the accounting curriculum to include employability skills. These skills include IT, analytical, problem-solving, business awareness, and communication skills.

The ability to work in a team, organizational skills, 'real life' experience, and ethical professionalism are also highly desirable in accounting. Additionally, accounting graduates must possess basic accounting skills, fraud awareness, and a strong understanding of information technology (Heang et al., 2019). The ability to work in a team, organizational skills, 'real life' experience, and ethical professionalism are also highly desirable in the field of accounting. Additionally, accounting graduates need to possess basic accounting skills, fraud awareness, and a strong understanding of information technology (Heang et al., 2019).

2. JOURNEYS TOWARDS “PLATINUM” STATUS

The Faculty of Accountancy, University Teknologi MARA (UiTM) has been awarded as a tuition provider with "Platinum" status by the Association of Chartered Certified Accountants (ACCA) starting in June 2010. This recognition makes UiTM the first public HLI in Malaysia to be certified as capable of producing international standard accountants.

"Platinum" status is the highest award given by ACCA based on criteria such as the facilities provided by the faculty, teaching and learning techniques/modes, and the students' continuous outstanding results and achievements. The main criterion is based on the achievement of excellence in the examination results, where 75 percent of the courses offered have a passing rate higher than the world passing rate.

Figure 1 below outlines the critical success factors (CSFs) for getting and maintaining the "Platinum" Learning Provider status by the faculty over the years. Maintaining the status is a challenging task for the faculty members. Everyone is responsible and accountable for ensuring that the process, from marketing the program and selecting the students until the exam date and results announcement, runs smoothly and offers an excellent experience for the students.

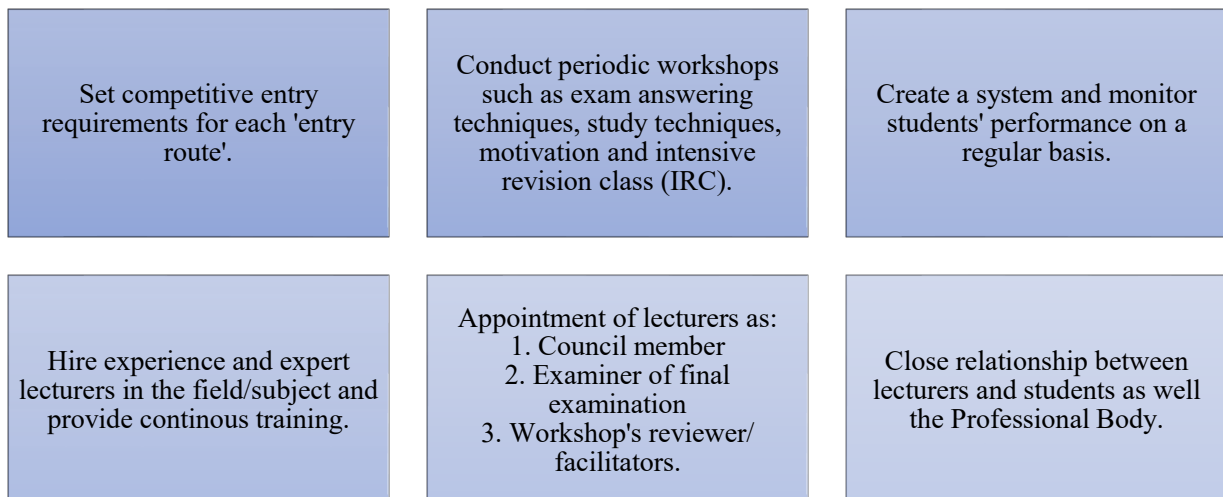


Figure 1: CSFs for getting and maintaining the “Platinum” Learning Provider status.

3. METHOD

The methodology for collecting and understanding the key factors to graduate employability among the accounting students involved the usage of Syntactic Analysis. Syntactic analysis is described as the study of the logical meaning of specific phrases or portions of sentences. It has been widely used in understanding and analysing responses in both written and spoken languages. Sentence structures play a vital role in spoken and written forms to conclude one's proficiency to express sustained expressions or complete thoughts in any context of communications (Krishnan & Maniam, 2021).

4. RESULTS AND DISCUSSION

Based on information gathered since ACCA awarded the faculty the platinum status, there are two essential items worth sharing – the number of awards and students with outstanding performance and their sharing with the new students on how to get such outstanding performance once graduated and employed.

4.1 Outstanding performance

Presented in Table 1 below are the number of awards and students obtaining the top prize winner based on years. There were no awards recorded in the years 2014 to 2017 due to some planning to discontinue the program within the faculty. However, the professional program was asked to resume its operation in 2017 by the late Tun (Dr.) Haji Arshad bin Ayub. Students with top achievements were announced and celebrated by ACCA once the full results were formally announced. The scores were compared both locally and globally.

The nine awards within the first five years (2009 – 2013) illustrated the hard work of the faculty member. Such awards were due to proper planning and strategies of human resources in teaching the subject. In the last six years (2018 – 2023), the number of awards and students has increased as the 'ball game' of getting the top score is already known, and it is about pushing the talent, i.e., the students themselves.

Table 1: Numbers of awards and students based on year.

Year	No. of Awards	No. of students	
		Male	Female
2009 – 2013 (5 years)	9	6	3
2018 – 2023 (6 years)	15	7	11
	24	13	14

4.2 Employable skills

Becoming a top accounting student requires a combination of technical, interpersonal, and cognitive skills. According to the top performers (prize winners) during a continuous sharing session (at the beginning or towards the final exam every semester) with new students, some of the critical success factors that can help accounting students achieve their goals are outlined in Figure 2 below.

5. CONCLUSION

Producing an employable graduate is the primary responsibility of any program offered by HLIs. The professional accountancy programs are designed to equip graduates with the skills and knowledge needed to succeed in the accounting profession. These programs can help graduates achieve their personal and professional goals.

Based on the faculty of accountancy experience, getting the platinum status by ACCA itself is the most remarkable milestone as it recognised the faculty member's ability to teach and produce top performers as compared to other learning providers in the world. The student's achievement in getting outstanding performance is contributed by many factors, which may be translated and connected to the support from the top management.

The factors that help graduates to be employed at the end depend on the program structure or design by the HLIs and awareness by the students themselves in approaching the dynamic working life.

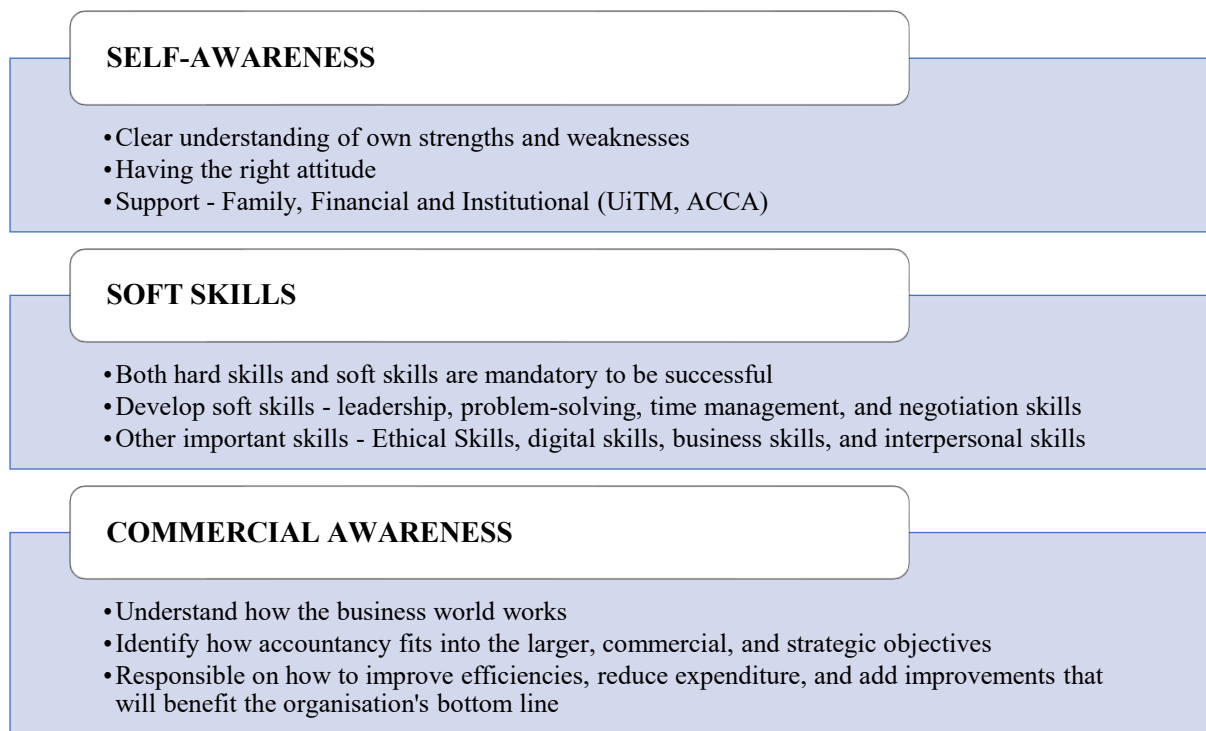


Figure 2: CSFs that can help accounting students to be employable graduates.

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UNLEASHING POTENTIAL: THE TALENT POOL MANAGEMENT PRACTICES OF UiTM LIBRARY

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ABSTRACT

Libraries now recognize the immense value of collective expertise and the importance of cultivating a culture of continuous learning and knowledge sharing. They are embracing new strategies to maximize the potential of their staff's talents, harnessing them for the greater benefit of the library and its patrons. This article delves into the ten subject areas within the Talent Pool program, shedding light on their respective initial phases, talent selection facilitation, monitoring mechanisms, and the best practices employed to cultivate Subject Matter Experts (SMEs). By delving into these areas, the article aims to showcase how the UiTM Library effectively develops and nurtures experts who can make invaluable contributions to both the library itself and the broader academic community. This article aims to shed light on the extraordinary talents reside within the walls of libraries, showcasing the diverse abilities of the staff members who go above and beyond their traditional roles. From welcoming smiles at the front desk to the behind-the-scenes wizards curating collections and designing innovative programs, libraries are home to an ensemble of talented individuals.

Keywords: talent pool; talent; library; subject matter experts; certified

1. INTRODUCTION

In the heart of every thriving library lies a team of dedicated individuals whose talents often go unnoticed amidst the shelves of books and hushed whispers. Beyond their role as custodians of knowledge, library staff possess a vast array of skills and abilities that contribute to the seamless functioning and enriching experiences within these literary havens [1]. In the past, the management of talent among library staff followed conventional approaches, involving periodic training opportunities designed to address their specific needs. The acquired knowledge was predominantly treated as personal assets, often retained by individuals for their own benefit. Occasionally, some staff members chose to share their newfound knowledge with their colleagues, fostering a collaborative atmosphere within the library community.

In 2022, driven by the university's strategic vision to establish UiTM as a globally marketable institution by 2023, a pioneering initiative was undertaken. This endeavor involved the formulation of a comprehensive Talent Pool Development strategy, carefully designed to align with the UiTM Library Talent Development Roadmap. This roadmap served as a guiding framework to propel the library towards its ultimate objective of contributing to UiTM's ambitious goal of becoming a Globally Renowned University (GRU) by 2025. Recognizing the critical role of talent development in achieving

institutional excellence, the library leadership demonstrated a forward-thinking approach by integrating the library's strategic direction within the broader vision of UiTM.

The Talent Pool development strategy aimed to identify, nurture, and harness the untapped potential of library staff members, transforming them into a pool of highly skilled professionals capable of driving the library's growth and positioning it as a prominent player in the global academic landscape [2]. Introducing the UiTM Library Talent Pool, a groundbreaking initiative designed to enhance the knowledge and skills of library staff across ten crucial subject areas. These subject areas serve as focal points for concentrated efforts to enhance the capabilities of library staff, enabling them to become authorities in their respective fields. This encompassed various initiatives, such as targeted training programs, career development opportunities, and knowledge-sharing platforms, all tailored to enhance the competencies and expertise of library personnel.

2. METHOD

The careful selection of these 10 subject areas (Figure 1) within the UiTM Library Talent Pool reflects a strategic fusion of disciplines closely tied to the library field and areas of knowledge that possess the potential to offer valuable skills for the broader university community. The inclusion of subject areas beyond the traditional library domain demonstrates a forward-thinking approach that recognizes the diverse skills possessed by library staff and their potential to contribute beyond the confines of their immediate roles.

TALENT POOL 1 SPEED READING	TALENT POOL 2 RESEARCH DATA MANAGEMENT	TALENT POOL 3 BIBLIOMETRICS & ALMETRICS	TALENT POOL 4 DIGITAL LIBRARIAN	TALENT POOL 5 DIGITAL LITERACY
TALENT POOL 6 WRITING AND PUBLICATION	TALENT POOL 7 RESOURCE DESCRIPTION & ACCESS	TALENT POOL 8 DIGITAL ARCHIVIST	TALENT POOL 9 INNOVATION	TALENT POOL 10 SYSTEMATIC LITERATURE REVIEW

Figure 1 UiTM Library Talent Pool

2.1. UiTM Library Talent Pool: The Initial Phase

The introduction of the talent pool initiative within the UiTM library commenced with a promotion strategy involving posters to capture the attention and raise awareness among the library staff. The primary purpose of this introduction was to elucidate the objectives of the talent pool and emphasize the significance of active participation and the opportunity for staff members to select the pool that aligns with their interests and capabilities.

The posters served as a visual medium to communicate the purpose and benefits of the talent pool initiative. By presenting clear and concise information, the posters piqued the curiosity of the library staff and instigated their interest in exploring the different talent pool options available to them.

2.2. UiTM Library Talent Pool: Facilitating Talent Selection

After the initial phase of implementing the talent pool in the UiTM library, the subsequent step emphasized the importance of staff providing efficient feedback regarding their preferred talent areas. Ensuring an efficient feedback process involved adopting practices that would facilitate the systematic collection of talent pool selections from a significant number of staff members, totaling 558 individuals.

To streamline this process, the library implemented an innovative approach that utilized the UiTM library mobile app. Staff members were required to use the app to respond to the talent pool selection, enabling them to conveniently indicate their preferences. By leveraging the mobile app, the library could efficiently capture and channel the staff members' talent pool selections to the profiling system. This integration ensured that the staff members' choices were seamlessly recorded and organized within the library's system. This approach not only reduced the administrative burden associated with managing and analyzing a large volume of feedback but also enhanced the accuracy and accessibility of the data.

This systematic feedback process facilitated by the mobile app served as a crucial step in the implementation of the talent pool within the UiTM library. It ensured that staff members' preferences were efficiently captured and integrated into the library's profiling system, enabling the library to effectively allocate resources and engage in initial planning to the respective talent pools based on the staff members' interests and capabilities (Figure 2).

SHAH ALAM	MELAKA	KELANTAN	SELANGOR	PERLIS	PAHANG	SARAWAK	JOHOR	PULAU PINANG	KEDAH	NEGERI SEMBILAN	PERAK	SABAH	TERENGGANU
21	14	11	10	7	5	5	4	4	2	1	1	1	0

Figure 2 Data Management Platform for UiTM Library Talent Pool

This platform serves as a centralized hub, offering a user-friendly interface that allows talent pool managers to access real-time data and make informed decisions. They can monitor the progress of the talent pool initiative, track staff selections, and precisely assign individuals to appropriate training sessions. This streamlines the administrative processes involved in managing the talent pool, ensuring a systematic and organized approach.

After the implementation of the talent pool initiative in September 2022, comprehensive training programs were planned and conducted specifically for the selected talent. However, it is important to note that not all staff members have undergone the necessary training up to the present date. This is primarily due to budgetary constraints and the need for effective planning to ensure that the talent pool initiatives can be fully realized and optimized within the allocated resources. While not all staff members have undergone training at the present moment, the library is committed to continually assessing and adjusting its training plans to accommodate as many participants as possible within the given budgetary constraints.

2.3. UiTM Library Talent Pool: Monitoring Talent Activity

Monitoring the activities within the talent pool is crucial for evaluating its effectiveness and tracking the progress of individual staff members. Without proper monitoring, it becomes challenging to assess the impact of the talent pool initiative and determine whether the training provided to each participant has been successfully implemented.

In order to facilitate effective monitoring of the talent pool initiative, the UiTM Library has developed a dedicated sub-platform within the profiling menu. This monitoring platform offers a comprehensive

view of training-related information associated with the talent pool (Figure 3). It allows key personnel, including the talent pool managers, department heads, and staff members, to access and review essential details pertaining to their involvement and contributions.

Tracking the activities within the talent pool also allows the library to identify any areas that may require improvement or further support. It provides valuable insights into the strengths and weaknesses of the talent pool participants, enabling the library to offer targeted training or resources to enhance their skills and knowledge.

3. RESULTS AND DISCUSSION

Following its successful implementation in September 2022, the UiTM Library takes great pride in announcing the development of a group of subject-matter experts within specific areas. Through dedicated efforts and focused training initiatives, the library has nurtured a cohort of individuals who possess deep knowledge and proficiency in their respective subjects.



Figure 3 Monitoring Talent Activity Platform

Currently, the UiTM library boasts a total of 17 speed reading instructors distributed across various campuses, with plans to further expand the pool in 2023. This noteworthy achievement demonstrates the library's commitment to enhancing the reading skills of the UiTM community. In fact, speed reading has gained considerable recognition and importance within the library's operations, as it has been incorporated as a performance indicator for the year 2023. This strategic decision emphasizes the library's dedication to promoting efficient reading practices and empowering individuals with the ability to absorb and comprehend information quickly.

The UiTM Library is also delighted to announce that it has successfully produced a team of 13 certified staff members in Microsoft Office Specialist: Excel Associate. This accomplishment signifies a significant stride in enhancing digital literacy within the library and beyond. The certified staff members are poised to make substantial contributions to the UiTM Library. Their extensive knowledge in Microsoft Excel will enable them to provide expert guidance and support to library users, including students, faculty, and researchers. Whether it is assisting with data analysis, conducting workshops on Excel functionalities, or offering personalized consultations, this team of certified staff members will play a pivotal role in enhancing digital literacy and empowering the UiTM community.

4. CONCLUSION

In conclusion, the establishment and execution of the UiTM Library Talent Pool reflects the unwavering commitment of the UiTM Library to bolster the university's positioning as a globally renowned university by 2023. This talent initiative serves as a pivotal step towards achieving this overarching goal.

By developing and implementing the talent pool, the UiTM Library demonstrates its dedication to nurturing a skilled and diverse workforce. This initiative is designed to identify, cultivate, and harness the talents and capabilities of the library staff, empowering them to contribute significantly to UiTM's global reputation. Furthermore, the substantial investments made in talent management reflect the belief that these endeavors will yield strategic advantages by fostering positive responses and outcomes among talented employees [3].

ACKNOWLEDGEMENT

We extend our heartfelt appreciation to the UiTM Library management and staff for their unwavering support and invaluable contributions during the implementation of this talent management project. Their dedication and collaborative efforts have been instrumental in the successful execution of this initiative.

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THE CREATIVE PRACTITIONER: CREATIVE ARTS AS NON-TRADITIONAL RESEARCH OUTPUTS (NTROs)

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ABSTRACT

For an extended period, the creative arts, encompassing visual and performing arts, have grappled with the need to validate their status as bona fide research endeavours. The prevailing assumption, rooted in a historical divide between the arts and sciences, has often downplayed the research dimensions intrinsic to creative practice. This essay attempts to unravel the origins of this misconception and question whether it stems from indifference or ignorance. Our exploration seeks to rectify this misconception, affording the creative arts their rightful place within the academic landscape and academia. By delving into the creative practitioner's world, we uncover the value, effort, and significance embedded in creative works, which warrant recognition as legitimate research outputs. This reevaluation brings to light the intricate processes, critical reflections, and intellectual rigour inherent in artistic creations, akin to scientific methodologies. In dismantling the biases that have long hindered creative practitioners, this essay encourages a broader understanding of research that extends beyond traditional paradigms. In doing so, we contribute to a more inclusive academic environment, bridging the gap between the sciences and the arts, fostering interdisciplinary collaboration, and recognizing the invaluable contributions of creative practitioners to the realm of knowledge production.

Keywords: Creative Practitioners; Creative Talent; NTROs; Practicing Academics

1. INTRODUCTION

This extended abstract highlights the often-misunderstood role of creative arts as non-traditional research outputs (NTROs) in academia. It begins by acknowledging the historical struggle of creative arts to justify themselves as a valid form of research, questioning whether this misconception arose from indifference or ignorance. The essay aims to clarify the value, effort, and significance of creative works in the academic landscape. It delves into the definitions of research within the creative arts, distinguishing between "traditional outputs" and NTROs, reflecting the unique nature of creative endeavors. It emphasizes that research, whether traditional or non-traditional, is conducted systematically to expand knowledge and enhance understanding of culture and society. It further highlights the need for creativity and innovation within the arts, and how creative practitioners engage in research-like processes to push the boundaries of their discipline, offering fresh insights. The essay thus discusses the importance of literature reviews and production-based outputs in creative arts processes, demonstrating how they situate creative works within a broader context and foster critical thinking.

The concept of practice-based research is introduced, encompassing practice-based and practice-led research. Practice-based research involves creative artefacts as the basis for knowledge contribution, while practice-led research generates understanding about the creative practice itself. These research modes are carried out by practitioners in the creative arts and have given rise to innovative concepts and methodologies. The studio is presented as the primary site of knowledge acquisition for artists. It serves as a space for learning, self-awareness, and self-management, with systematic documentation of artistic processes playing a critical role in practice-led research. The essay also discusses the validation of creative works, emphasising that art-based research requires its own evaluation standards focused on vigour rather than traditional rigor. It acknowledges the challenges artists face in securing research funding and gaining recognition for their studio-based inquiry. And argues for a deeper understanding of the processes and methodologies of artistic research and the relevance of theoretical and philosophical paradigms in the creative arts.

Defining Research: Creative Arts as Non-Traditional Research Outputs (NTROs)

In 2015 (with an updated version in 2021), the Australian Research Council (ARC) made a clear differentiation between what they termed "traditional outputs" and "non-traditional research outputs (NTROs)." Traditional outputs typically encompass scholarly books, chapters in scholarly books, refereed journal articles, and refereed conference papers, following established academic conventions. Whereas NTROs comprise a diverse array of creative expressions, including experimental works in music and visual arts, creative writing, dance, design, website development, and commissioned reports for government or non-government organisations. These non-traditional research outputs vary significantly in form and mode of production, leading to distinct administrative classifications. In the context of NTROs, research can be defined as the creation of new knowledge or the innovative application of existing knowledge in a creative manner. This creative process yields new concepts, methodologies, and understandings within a particular discipline. It may involve the synthesis and analysis of prior research, provided that it results in novel and imaginative outcomes. Research, whether traditional or non-traditional, is systematically undertaken to expand the body of knowledge, thereby contributing to the understanding of humanity, culture, and society.

The inclusion of creative arts within the research landscape is not a mere formality but a means to cultivate new knowledge and skills. This cultivation is intrinsically linked to principles of innovation and creativity, which are fundamental in all academic disciplines. Creative thinking, defined as the ability to generate new ideas, questions, and hypotheses, lies at the heart of the creative process in the arts. It empowers students and practitioners to experiment, evaluate ideas, and create unique final products and processes. In the creative arts, practice-based processes play a central role in generating original contributions to new knowledge. Creative practitioners, whether artists, designers, or performers, must engage in research-like processes to expand the boundaries of their discipline and produce works that enhance the collective knowledge of their field. They continually explore new techniques, materials, and concepts to create original works, contributing to the body of knowledge in their area.

The significance of literature reviews in creative arts processes cannot be overstated. Literature reviews enable practitioners to contextualise their work within a broader framework, comprehend the evolution of artistic ideas, identify gaps or opportunities for innovation, and engage in critical thinking by evaluating existing scholarship and drawing inspiration from diverse sources. The creative process in the arts is far from arbitrary; it involves structured research, development, problem-solving, and reflective practices. This cyclical and interconnected nature of creative arts processes underlines the essence of research in the creative domain, where each phase contributes to the growth of knowledge,

skills, and artistic expression. Defining research in the context of creative arts as non-traditional research outputs (NTROs) recognizes the unique character of creative endeavours. Creative practitioners engage in research processes that foster innovation and contribute to the body of knowledge within their disciplines. NTROs encompass a wide spectrum of creative expressions, enriching the intellectual landscape by embracing creativity and promoting the understanding of human experience through the arts.

2. METHOD

The study, initiated in 2018 explored the various forms of creative practices and their outputs. In which, the University Guidelines for Non-Traditional Research Outputs (NTROs) proposed a holistic and inclusive perspective of acknowledging creative works. The guidelines are not prescriptive in nature but flexible to cater “to myriad and novel forms and means of dissemination,” with a list of examples. It functions as a general outline for consideration that is inclusive of factors such as; the NTRO must have been made publicly available, the authors must be clearly cited, there must be one or more digital files that are the publicly available output itself, a definitive version of the output, or a representation of the NTRO that facilitates assessment of its research content, and a research statement must be provided for all types except Research Reports for an External Body; the research statement for portfolios of NTROs covers all the individual NTROs that make up the portfolio, rather than submitting a separate research statement for each NTRO. Therefore, what is proposed by this discussion is the alignment of the creative research process that is of equal importance.

3. RESULTS AND DISCUSSION

Research and Creative Outputs

Barrett and Bolt (2007) sets up and introduces art as the production of knowledge in efforts to assess quality research in the field by, “extending understandings of the processes and methodologies of artistic research as the production of knowledge and assessing the potential impact of such research within the discipline and the broader cultural arena.” They argue that the emergence of the discipline of practice-led research highlights the crucial interrelationship that exists between theory and practice and the relevance of theoretical and philosophical paradigms for the contemporary arts practitioner. In which, as introduced earlier, the discipline of creative arts covers fields such as: design, creative writing, music, dance, film/video, painting, and theatre, to say the least. However, as Barrett and Bolt highlight, the problem is that “Despite some recognition of output of creative arts research in terms of the development of nation criteria and the establishment of other equivalences related to funding and higher degree by research examinations, it continues to be relatively difficult for artistic research projects to gain national research grant funding. There has also been little recognition, endorsement and validation of the processes and outcomes of studio-based inquiry as scholarly activity and research alongside other disciplines in the university.”

As a result, there is a need to align contexts of production, consumption, and scholarly research in the creative arts with the potential of additional qualitative criteria for measuring the value of creative arts research and for understanding its approaches and methods. Defining the ‘subjective’ and the ‘personal’ in creative arts research – because creative arts research is often motivated by emotional, personal and subjective concerns, it operates not only on the basis of explicit and exact knowledge, but also on that of tacit knowledge. Bourdieu argues that tacit knowledge and the alternative logic of practice underpins

all discovery; and yet the operation of this logic is often overlooked because it is subsumed into the rational logic of discursive accounts of artistic production (cited in Barrett, 2007). Tacit knowledge is always implicated in human activity and learning and refers to embodied knowledge or “skill” developed and applied in practice and apprehended intuitively – a process that is readily understood by artistic researchers who recognize that the opposition between explicit and tacit knowledge is a false one (Bolt, 2004 cited in Barrette, 2007). The following comparative framework of the research/creative process is introduced below. While the descriptors for each research/creative phase may differ, the process remains significantly similar.

Table 1: Comparative Framework of the Research vs. Creative Process

	Phase I		Phase II				Phase III	
The Research Process	Ideas Concepts Themes Concerns Issues	The Proposal	Literature Review, Theoretical Conceptual Framework	Method Planning for Execution Pilot test	Testing Execution	Findings Results Conclusion	Thesis Articles Books Publications	Awards
The Creative Process	Ideas Concepts Themes Concerns Issues	The Proposal	Background of Research Fieldwork Framework Design	Planning Timeline Master breakdown	Design, Draft Production Rehearsal	Verification Endorsements Acknowledgements	Creative works Designs Paintings Artwork Films Scripts Novels Compositions Exhibitions Screenings Festivals Competitions Performance	Detailing Quantifiable Issues Standards Benchmarks Local International Peer reviews Awards Copyright

Reference: Wan Aida Wan Yahaya, 2019

4. CONCLUSION

In conclusion, the exploration into the validation of the creative arts as legitimate research endeavours has shed light on the long-standing misconceptions that have hindered their recognition within the academic landscape. The historical divide between the arts and sciences, driven by assumptions of indifference or ignorance, has often downplayed the research dimensions intrinsic to creative practice. However, this essay challenges these misconceptions and emphasised the importance of recognizing the creative arts as a valuable and integral part of the academic sphere. Through our journey into the creative practitioner's world, we have explored the depth of value, effort, and significance embedded in creative works, all of which justify their status as legitimate research outputs. Creative practitioners engage in intricate processes, undergo critical reflections, and demonstrate intellectual rigour akin to the methodologies found in scientific research. This reevaluation has illuminated the parallel paths of creativity and scholarship, demonstrating that the arts are not merely forms of self-expression but also sources of valuable knowledge.

This essay encourages a broader understanding of research that extends beyond traditional paradigms. In doing so, we pave the way for a more inclusive academic environment that bridges the gap between the sciences and the arts. Interdisciplinary collaboration becomes not just a possibility but a necessity,

as the synergy between these two domains can yield innovative and groundbreaking results. Moreover, recognizing the invaluable contributions of creative practitioners to the realm of knowledge production is essential in fostering a holistic approach to research and academic progress. Creativity is not a separate entity but an integral part of human experience, and its role in expanding our understanding of the world is undeniable. Embracing the creative arts as legitimate research endeavours not only enriches academia but also elevates the status of artists and their work, providing them with the respect and recognition they deserve.

In conclusion, efforts to validate the creative arts as bona fide research endeavours are ongoing, but our exploration has illuminated the path toward a more inclusive, interdisciplinary, and enlightened academic environment. It is a call to action, urging academia to acknowledge and appreciate the profound impact of creative practice on the production of knowledge, and in doing so, forge a brighter and more innovative future for the arts and sciences alike.

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