

Students at the heart of the system

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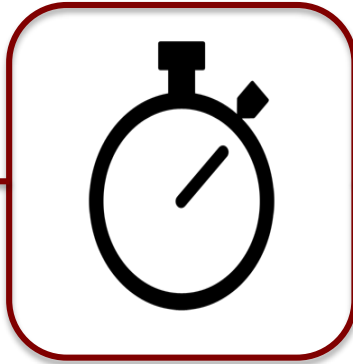
Photo: Ikrar Minggu Mesra Mahasiswa, 5 September 2013; credit: En Supandi Bunangin (UTMLead)

Note: Title adapted verbatim from Dept of Business Innovation and Skills (BIS) UK's white paper (2011), <http://goo.gl/eLVWys>

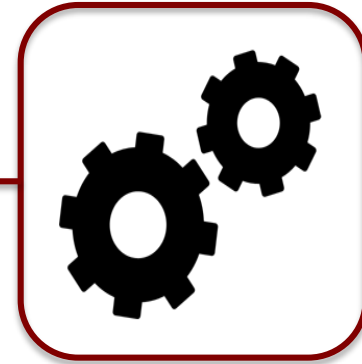
About the presentation



**Informal,
reflexive,
responding
to key
questions**



**20-25 minutes
of presentation**



Outline:

- 1) HEMA**
overview**
- 2) On student
development**
- 3) The key message**

**** HEMA (Hal Ehwal Mahasiswa dan Alumni in Bahasa Malaysia).
English abbreviation: SAA (Student Affairs and Alumni).**

1. How does HEMA complement university development?
2. Do we understand our students well?
3. (a) What is our obligation to the students?
(b) Is HEMA the sole PTJ responsible?
4. (a) Are we slowly going into crisis?
(b) How do our current initiatives fit into the student development agenda?
(c) Are we responding to national/global trends?
5. What can we do in our capacity to develop the students?

Main takeaway from presentation?

Photo credits: UTM Photo Gallery (top left photo),
En Supandi Bunangin (Bahagian Multimedia Kreatif dan Teknologi Pembelajaran, UTMLead) (the remaining photos)



**Everyone contributes to
UTM student development,
regardless of one's scope of work and position**





How does HEMA complement university development?

Sector	Strategy 2014	Chief owner
Students	Total campus experience and community engagement	TNC (HEMA)
Implementation		
<ol style="list-style-type: none"> 1. Melaksanakan konsep Pengalaman Kampus Keseluruhan (TCE) 2. Mengiatkan program Khidmat Komuniti 3. Membangunkan kolej kediaman sebagai tempat pembelajaran kedua 4. Mengiatkan usaha projek penglibatan komuniti dengan agensi kerajaan dan industri 5. Menggalakan pengalaman antarabangsa 		



Source: Wahid Omar. (2014). *Menjayakan UTM Global: Kesepakatan, Keterangkuman dan Keterlibatan*. Skudai: Penerbit UTM Press.

Where HEMA comes in?

HEMA services and responsibilities at a glance



Student services and facilities

1. Healthcare services
2. Counselling services
3. Bus services
4. Housing and accommodation
5. Student welfare
6. Scholarships and study loans
7. Cafeteria
8. Equipment rentals
9. Disciplinary conduct
10. International student management



Student development

1. Character development
2. Leadership
3. Career development
4. Student organisations and societies
5. Sports and recreational activities
6. Cultural activities
7. Entrepreneurship
8. Volunteerism

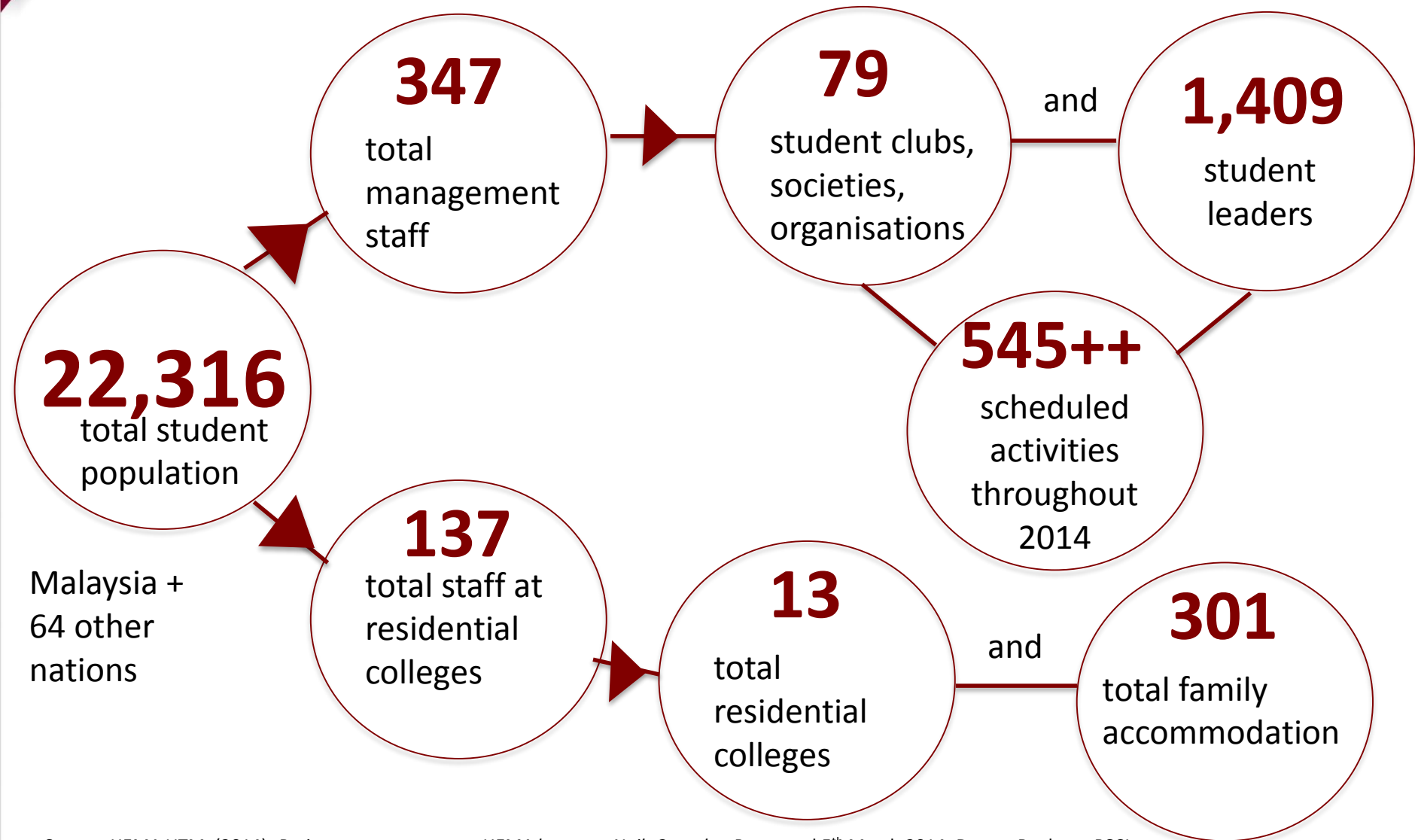


Alumni relations

1. Alumni engagement activities
2. UTM Endowment Fund
3. Sharing of expertise

Source: HEMA UTM. (2014). *Perjumpaan pengurusan HEMA bersama Naib Canselor*. Presented 5th March 2014, Dewan Bankuet, BSCI.

HEMA in numbers (last update March 2014)



Source: HEMA UTM. (2014). *Perjumpaan pengurusan HEMA bersama Naib Canselor*. Presented 5th March 2014, Dewan Bankuet, BSCI.



Do we understand our students well?

Thank you!

PTJs contributing to data for this section

1. Office of Deputy Vice Chancellor (Academic & International)
2. Student Recruitment & Admission Division (SRAD)
3. Bursary Office
4. Centre of Information and Communication Technology (CICT)



The student demography – an overview

(last update: March 2014)

If the UTM student community was 100 people,

48 of them are undergraduates

52 of them are postgraduates

21 of them are PhD students



49
51

of them are females
of them are males

20

of them are international students

6

of them have gone abroad for outbound mobility programmes

Calculation based on the following:

11,649 postgraduates or 52.2% of total student population; 4,880 PhD students

Cumulative outbound mobility 2009-2013 7,594, average/year 1518.8

Note: Concept following that of <http://goo.gl/H86p6>

UTM reputation (2013/2014 academic session)

Rank of choice, UPU	#
1st	8,032
2nd	8,435
3rd	10,554
4th	13,019
Total (Top 4)	40,040
Overall application	68,702
% students selecting UTM (Top 4)	58.28%

2,751

given offer letter

2,553

enrolled in UTM

3.83

mean CGPA for enrolment



Mean age of students

20

UG
(STPM/matriculation
admission)

29.98

PG
(Masters)

33.52

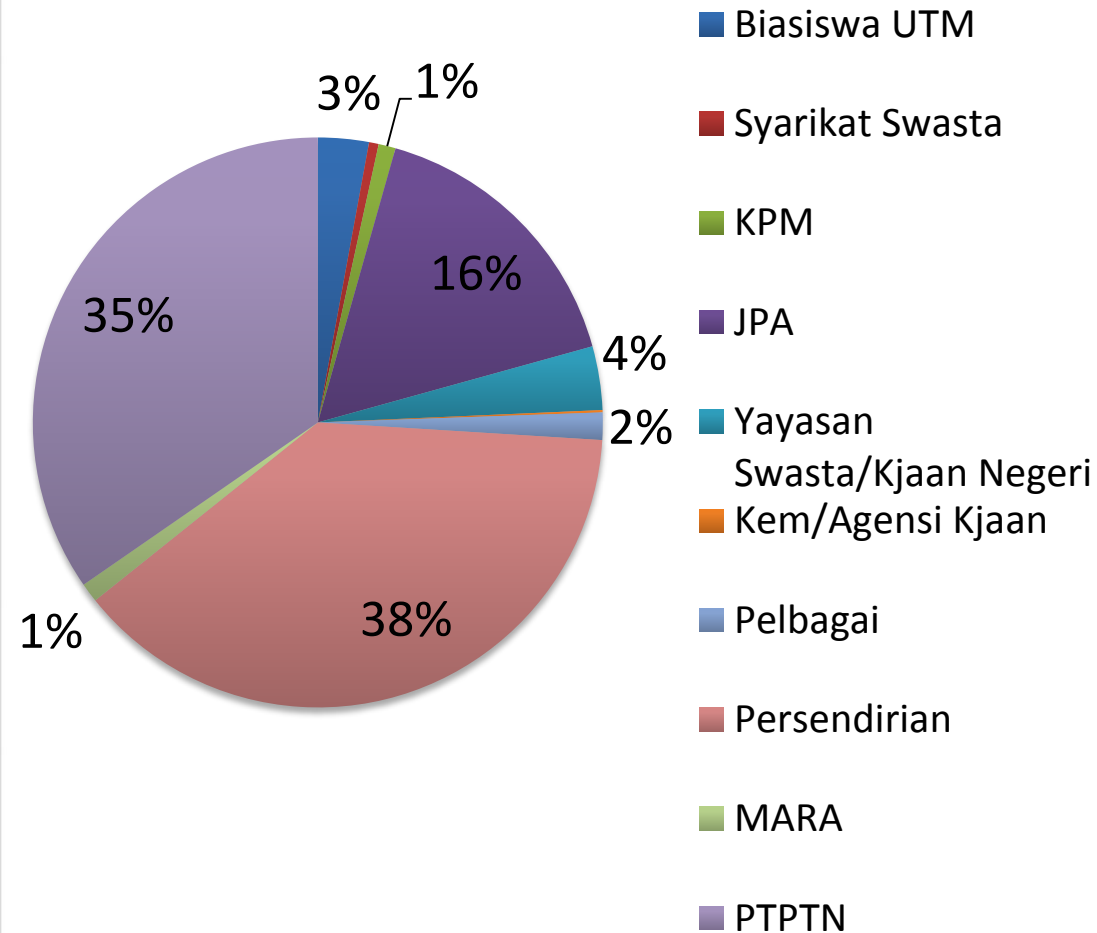
PG
(PhD)

Mean allocation per student

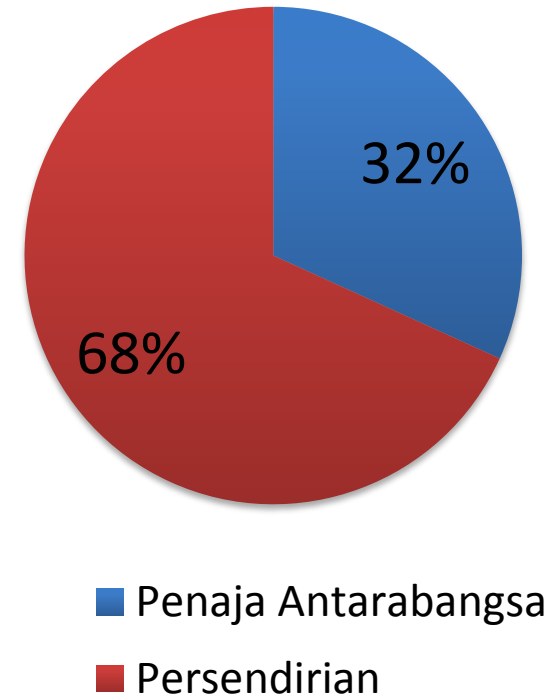
RM 18,500



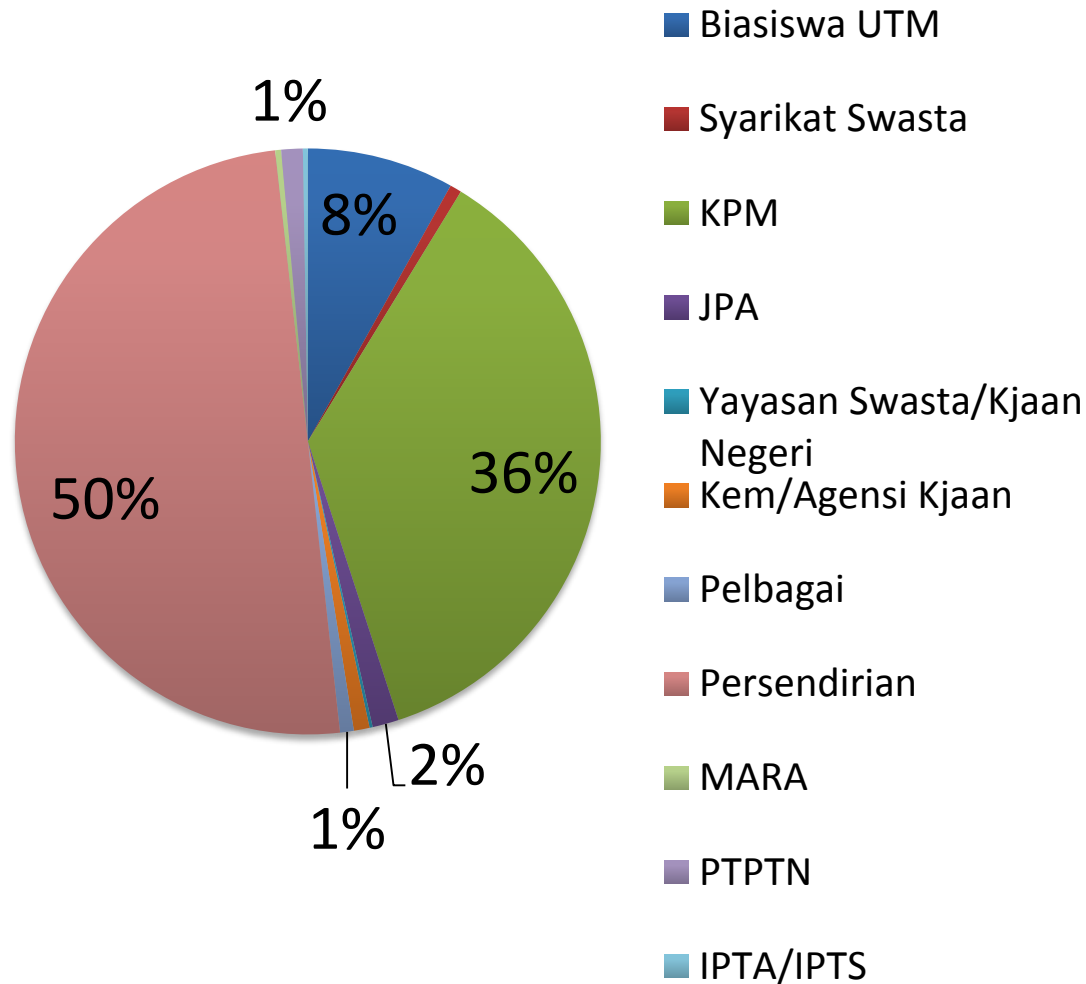
Funding mechanism, UG local



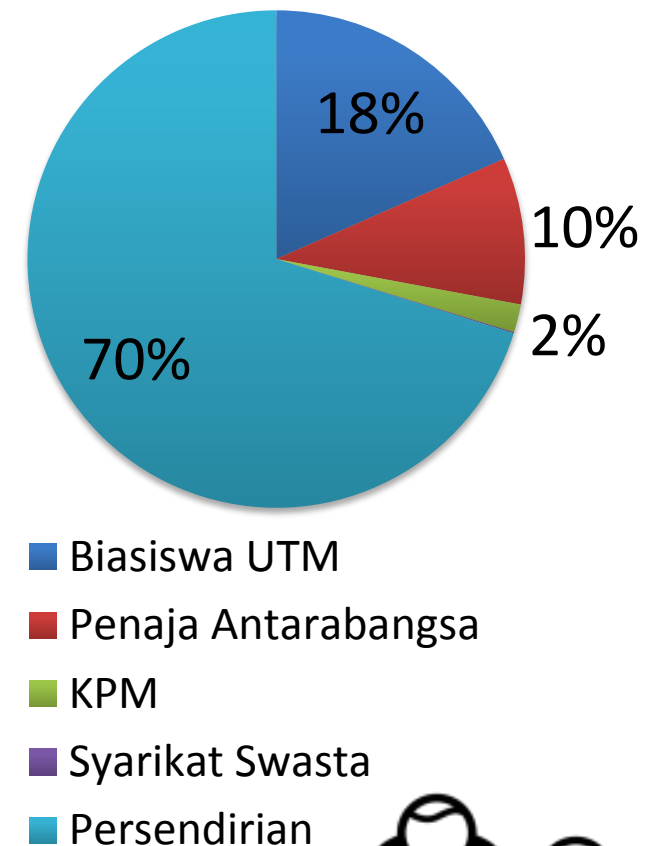
Funding mechanism, UG int'



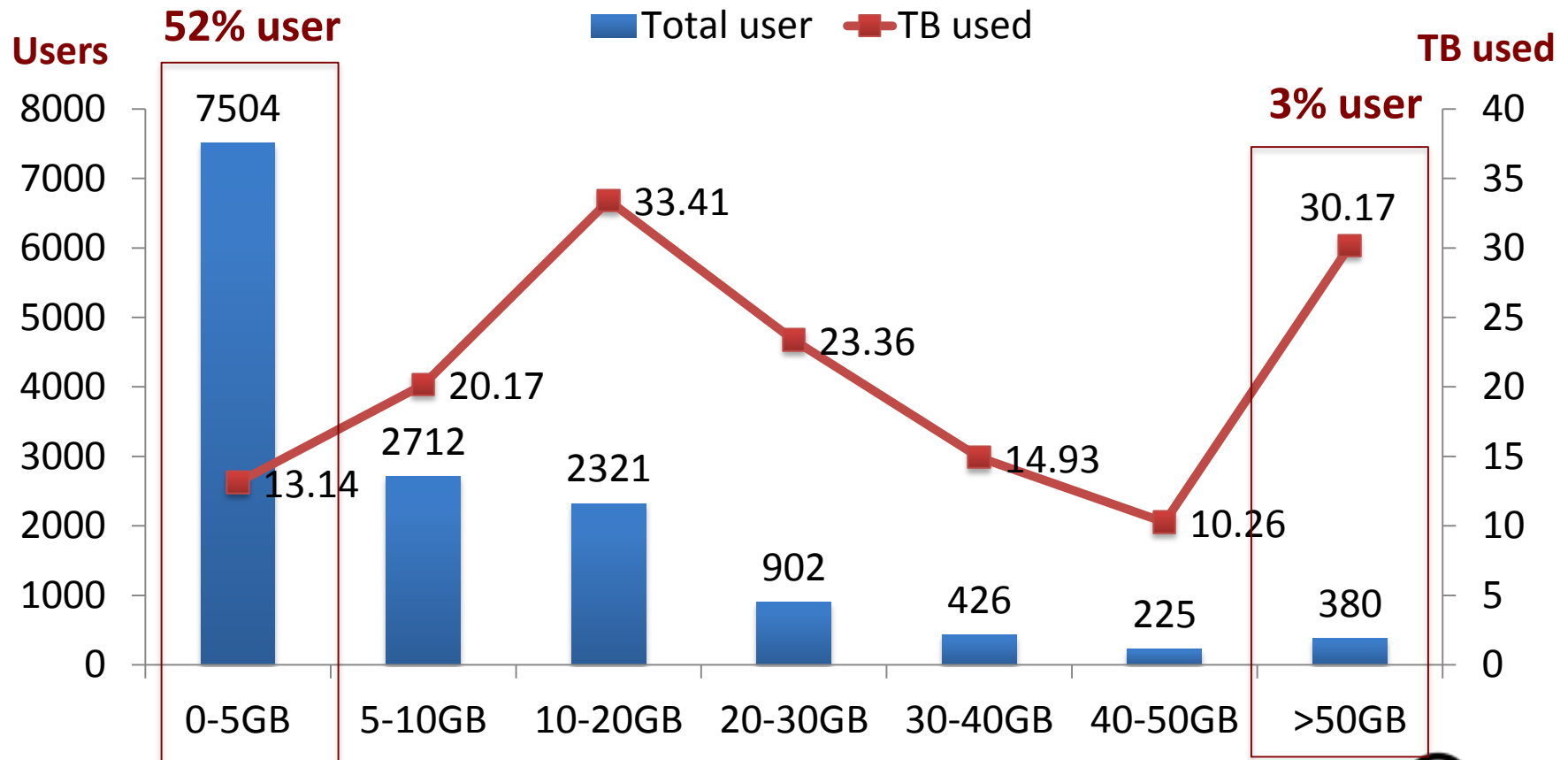
Funding mechanism, PG local



Funding mechanism, PG int'



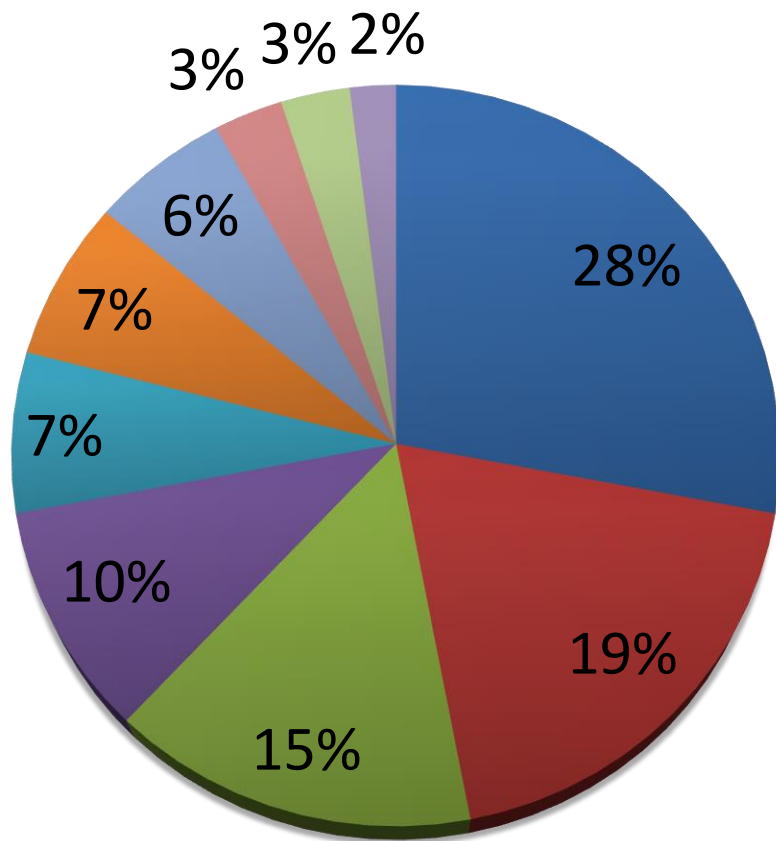
Data utilisation chart, January 2014



The **3%** users used more GBs than the **52%** users



Top 10 applications



- Youtube
- Online video streaming
- HTTP browsing
- HTTPS browsing
- HTTP download
- Google apps
- SSL application
- QVOD (Internet TV)
- Facebook
- Thunder (d/load manager)





- a. What is our obligation to the students?**
- b. Is HEMA the sole PTJ responsible?**

Our relationship with the students

Academic lectures, lab sessions - **faculty**

Admission, transcript, records – **Student Recruitment and Admission Division**

Accommodation – **residential colleges**

Books, research database, reference services – **UTM libraries**

Bus services – **student services, HEMA + Pej Harta Bina**

Food courts, vendors – **student services, HEMA + Pej Harta Bina**

Healthcare – **Pusat Kesihatan**



Student activity – **unit, HEMA + faculty, Pej Harta Bina**

Tuition fee payments

Student mobility, academic/research collaboration – **UTM International**

Sports facilities – **sports unit, HEMA + Pej Harta Bina**

Student pass, international students

academic advising, counselling, religious activities, research and innovation...

Students gain
**academic
competence**

Students sharpen
up their **social
skills**

They **know where
to turn to** if they
need help/advice



They are generally
being taken care of
– accommodation,
transport in
campus, healthcare

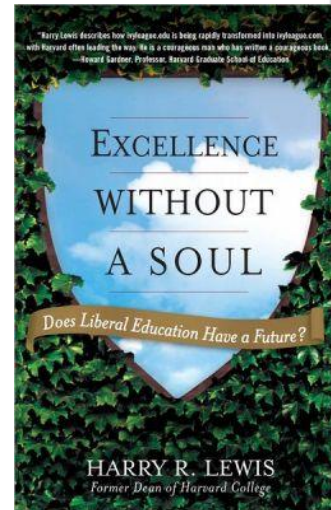
They are **guided
with both
theoretical and
religious
knowledge**

They have
basic **skills
required** by
the **job
market**



- a. Are we slowly going into crisis?**
- b. How do our current initiatives fit into the student development agenda?**
- c. Are we responding to national/global trends?**

- **Are we doing enough for our students?** (both research and academic development)
- **Where do we stand** with regard to
 - UG development beyond grades, honours
 - PG development beyond publications, PhDs
- **Do performance indicators** with regard to research, publications etc **reflect our success as educators?**
- **How many students have come to us for advice?**
- **How many students have we had conversation with today?**



The meaning of 'undergraduate education': a reminder

The fundamental job of undergraduate education is to turn eighteen- and nineteen-year-olds into twenty-one- and twenty-two-year-olds, **to help them to grow up, to learn who they are, to search for a larger purpose for their lives, and to leave college as better human beings...**

(Lewis, 2006, pg xiv)

Students also have their own expectations towards their higher education experience

What drives international students to recommend a university to others?

Ascending order of priority

Undergraduate	Postgraduate (taught)	Postgraduate (research)
Employability	Quality lectures	Employability
Quality lectures	Course organisation	Careers advice
Course content	Course content	Work experience
Course organisation	Employability	Supervisor Ability
Good teachers	Good teachers	Research
Good contacts	Expert lecturers	Topic selection
Social activities	Assessment	Study content
Social facilities	Research	Performance feedback
Good place to be	Topic selection	Learning support
Expert lecturers	Careers advice	Good contacts

Source: Kemp, N. (2013). Malaysia: international student choice and student perceptions. Presented at Seminar Isu Pengantarabangsaa IPT 17-19 December 2013, KL.

Student accommodation: a platform to develop social skills

“... if [students] don’t learn in college the value of tearing down those walls, the walls will not come down in the world into which those students graduate...” (p.79)



Source: Lewis, H.R. (2006) *Excellence without a soul: Does liberal education have a future?* New York: PublicAffairs. Photo source: <http://goo.gl/kx5eNV>

UTM student accommodation at a glance

Optimising residential colleges as students' "second home"

(data as at 4 February 2014)

Residential colleges cluster (UTM JB)	Maximum load	Current load			% load
		Male	Female	Total	
Inner circle (KRP, KTR, KTHO, KTDI, KTF)	7,624	2,670	3,183	5,853	76.77%
Cluster faculty (KTC, KP, K9/K10)	4,842	1,884	1,875	3,759	77.63%
Outer circle (KDSE, KDOJ)	2,218	721	845	1,566	70.60%
Family accommodation	301	N/A	N/A	240	79.73%
Total	14,985			11,418	76.2%

UG-focused

Mixed (UG, PG) + international students, with dependents

PG-focused, international students

UTM student accommodation

Sample activities organised [1/2]

Photo credit: My Angel Fund committee

My Angel Fund
(Kolej Perdana UTM)
21-22 December 2013



23/12/2013

UTM student accommodation

Sample activities organised [1/2]

Photo credit: JKM K9/K10

Program 'Semalam Bersama JKM'
(Kolej 9-10 UTM)
27 February 2014



Student activities (inside/outside university) as a form of education

Additional attributes to ensure UTM graduate (both
UG and PG) competitiveness?

Description

Multidisciplinary

literacy in and ability to understand concepts
across multiple disciplines

“T-shaped” ideal workers—they bring deep understanding of at least one field, but have the capacity to converse in the language of a broader range of disciplines

Global perspective

understanding and appreciation of worldwide
interconnectedness upon self, society and environment.

Recognizes that decisions are based on ethnicity, gender, age, religion, language and economics; and the impact of decisions on the self and surrounding

Intercultural learning

ability to operate in different cultural settings

Employees in diverse teams need to identify and communicate points of connection that transcend their differences and enable them to build relationships and to work together effectively.

(Source: Future Work Skills 2020. Accessed from <http://goo.gl/QGqVO>)

Students activities organised – during mid semester break [1/4]

Photo credit: Lao PDR delegation

Community-based Participatory
Research (CBPR) Engagement in Lao PDR
(20-24 March 2014)



Students activities organised – during mid semester break [2/4]

Photo credit: MPM UTM

“1Ringgit, 1Nation”
(27 March 2014)



Students activities organised – during mid semester break [3/4]

Photo credit: Get2Gather Youth Carnival committee

Get2Gather Youth Carnival
(27-30 March 2014, Padang A, Angsana)



Students activities organised – during mid semester break [4/4]

Photo credit: HEMA UTM

Diversity and Inclusion Youth Camp
(29-31 March 2014, Banquet Hall UTM)



Kumpulan Teen's n Theatre (TNT)
Program Manifestasi Teater Negeri Johor
(5 April 2014, Auditorium JOTIC JB)



“ **Human capital development in Islam** is centrally rooted in education, whose purpose... is not merely to produce a good citizen of a nation-state nor a good worker of a corporation, but more fundamentally, **a good man, a man of *adab*...** ”

KNOWLEDGE

Recognising hierarchy of knowledge based on degree of perfection and priority; fard ain > fard kifayah; hidayah > kegunaan amali

NATURAL WORLD

Making proper judgement concerning true value of things; putting habitat at the proper place; rightful place of word in written and spoken sentences

SPIRITUAL

Recognition and acknowledgement of various spiritual stations (*makam keruhanian*) based on acts of devotion and worship; the spectacle of justice; reflected by wisdom.

Universities for **education**?

Universities for **training**?

Universities for **research**?

Universities for **knowledge**?

Universities for **the community**?

Universities for **the marketplace**?

Universities for **the soul**?



Most importantly, we are accountable to our stakeholders...

Based on the findings of "A Critical Assessment of the impact of PSPTN on higher education stakeholders"

PSPTN review (2012-2013) – issues raised by stakeholders

Academics

1. Ethics, values in higher education
2. Quality of higher education provided
3. Governance – policies, processes, SOPs (inconsistencies, delays, confusion)
4. Student engagement especially in research
5. Internationalisation and quality of international students recruited

Student leaders

1. How to live together (multiculturalism)?
2. Quality – faculties, student services, university management, student safety
3. Making sense of what “higher education” is – for employment? for knowledge building? for values?

Community

1. “brain drain”
2. Research impact to community?
3. Graduates for the job market and not for society
4. Lost of trust in public education
5. Decreasing quality of teachers in education
6. The “millenials” – values, work ethics, attitude



**What can we do in our capacity to
develop the students?**

Main takeaway from presentation?

Reiterating message projected at the start

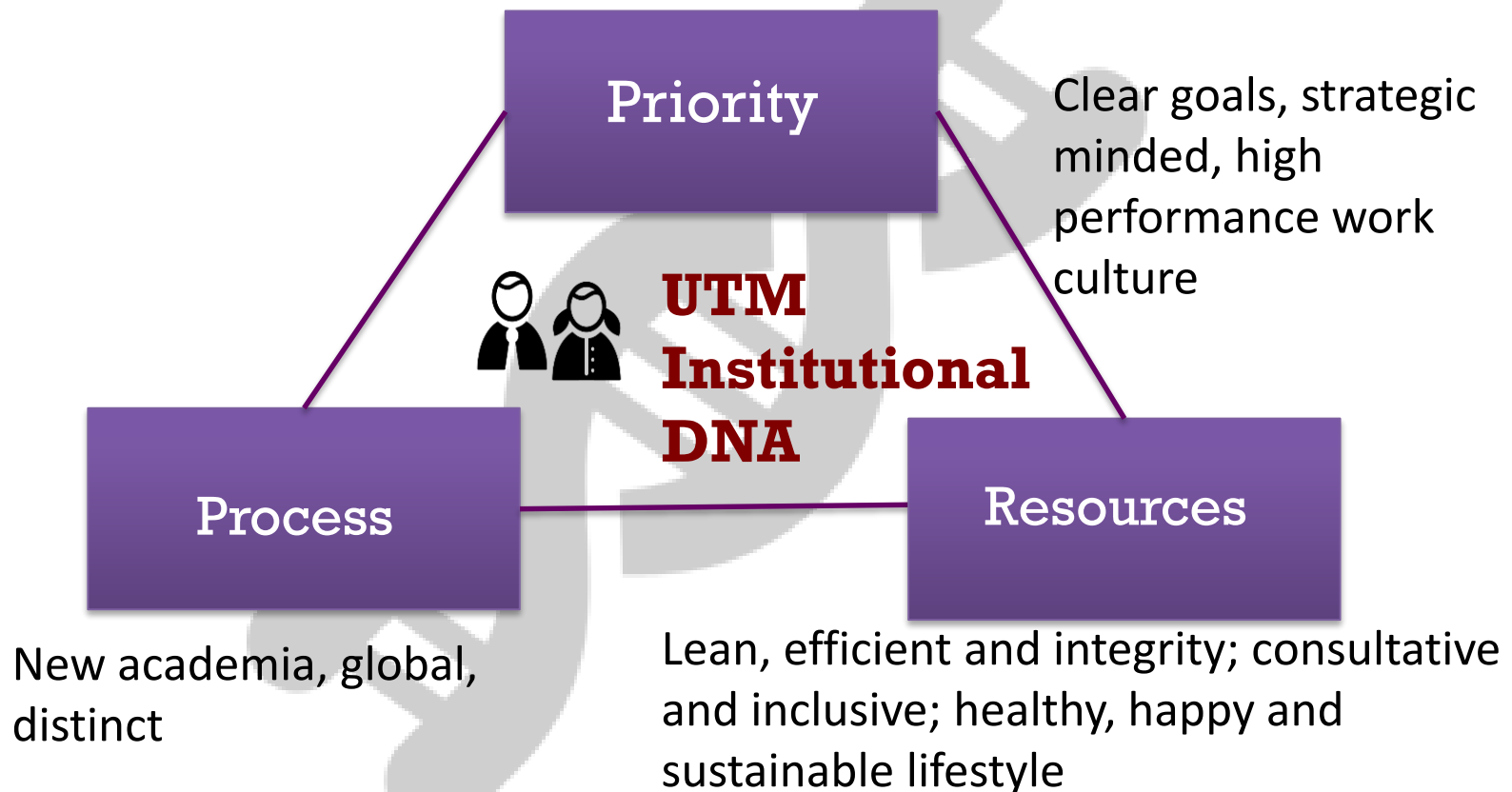


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UTM student development,
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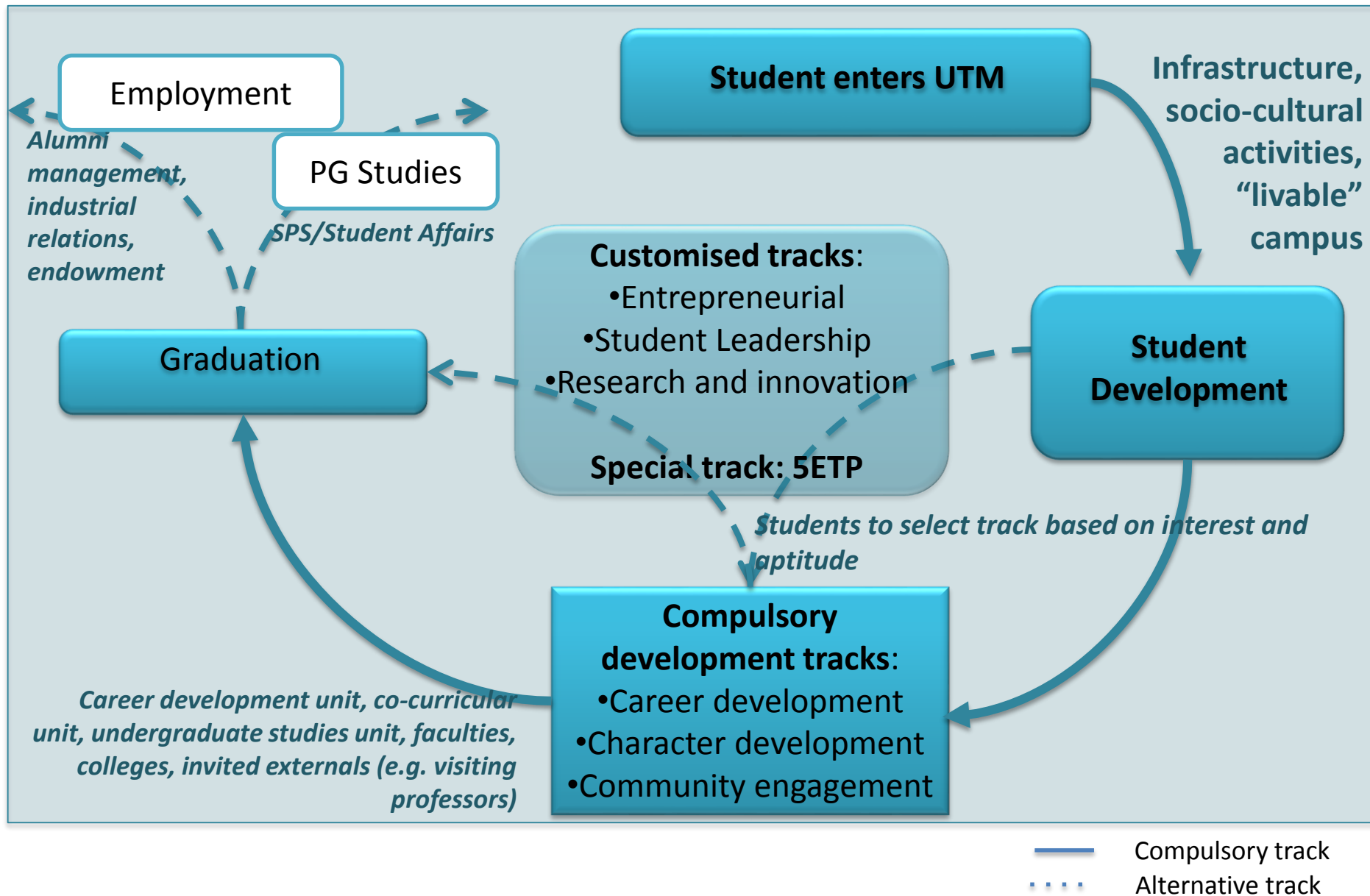
Photo credits: UTM Photo Gallery (top left photo),
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UTM graduate attributes

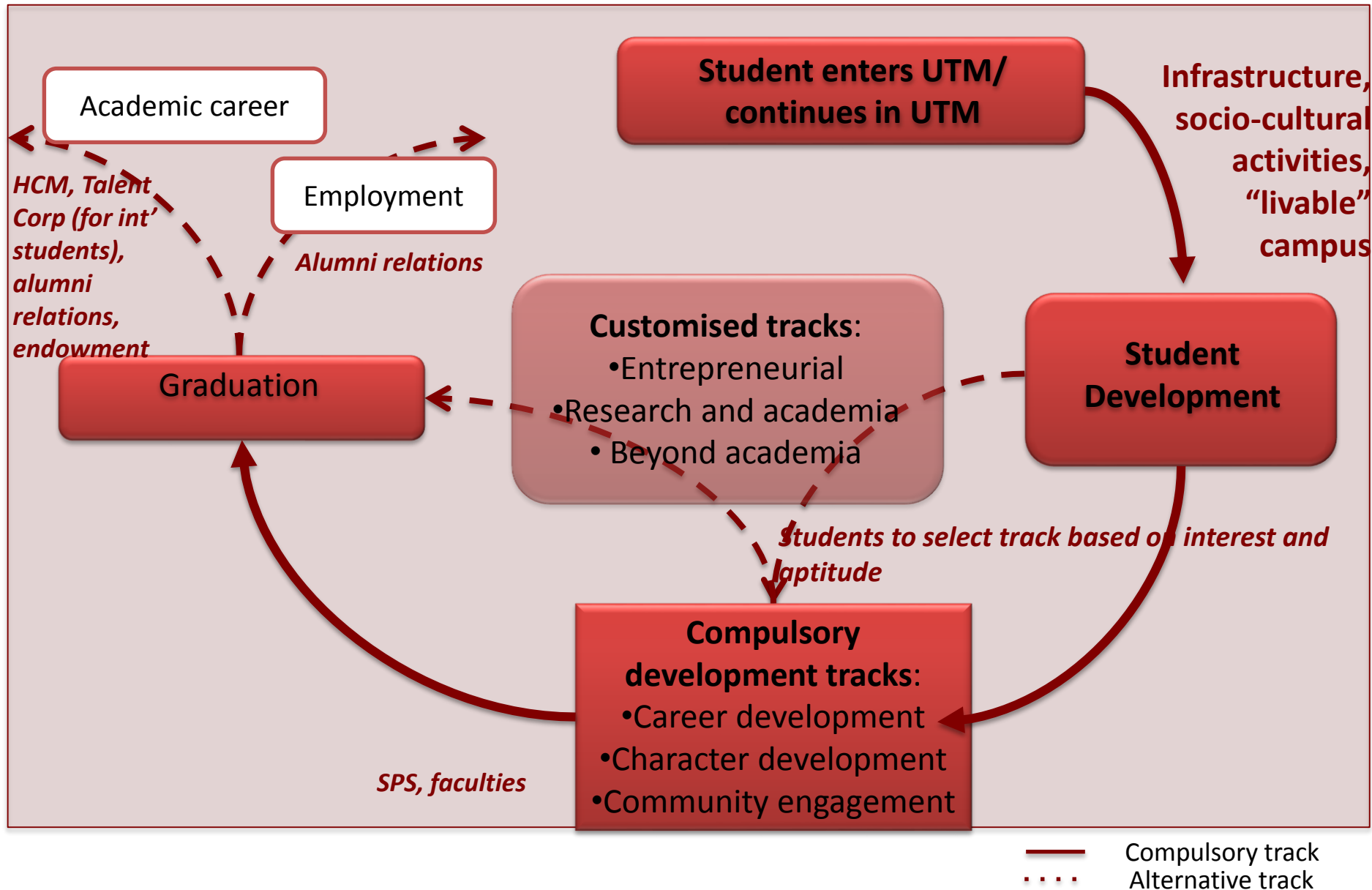


UTM postgraduate attributes

End goal #1: UG “total campus experience”



End goal #2: PG “total campus experience”



Creating the distinct UTM student “brand”

UTM tagline

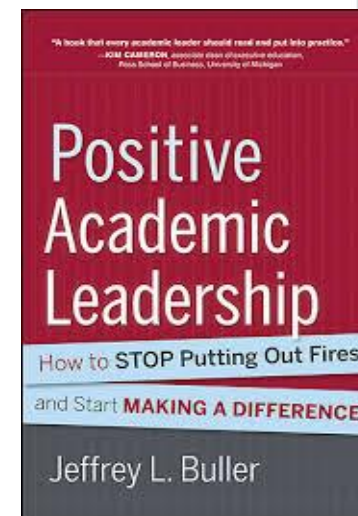
innovative • entrepreneurial • global

- Persistence
- Driven
- Resilient
- Energetic
- Organised
- Able to mobilise networks and connections to expand ideas
- “Innovation is the product of teams”
- Entrepreneurial mindset
- Able to identify gaps in market
- Have basic know-how / training on entrepreneurship
- Risk takers, willing to make mistakes
- Able to sell idea to others
- Good communication skills; can communicate core mission to team
- Long – term vision
- Global citizenship
- Understand other cultures
- Celebrate differences

Characteristics for ‘innovative’ and ‘entrepreneurial’ derived from <http://blogs.hbr.org/2013/10/the-five-characteristics-of-successful-innovators/>

10 **characteristics** of positive academic leadership:

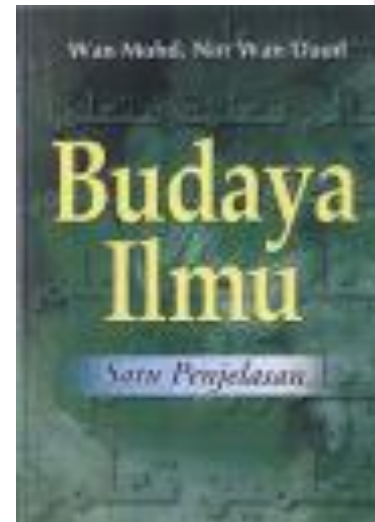
1. **Nurture what's best**, not fix what's broken
2. **Encourage the performers**, spend less time on troublemakers
3. **Personalise guidance and feedback**
4. **Group success is as importance as individual success**
5. **Live in the present and explore what's possible**, not dwell on disappointments and failures
6. **Balancing between people- and goal- orientation**
7. **Collaboration and consultation**, not command and control
8. **Rewards and recognitions**, not punishments and penalties
9. **Every member is capable and contributes equally**
10. **Subtly leading at the background**, not “my way or the highway”



Source: Buller, J. L. (2013). Positive Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference. CA: John Wiley & Sons.

Tujuan pencarian ilmu dan pembinaan budaya ilmu akhirnya untuk mengenal Tuhan dan mengabdikan diri kepada-Nya. (p.36)

Tujuan utama pendidikan bukanlah untuk mendapatkan pekerjaan bergaji lumayan atau melahirkan tenaga pekerja cekap tetapi untuk **menanam sikap memuliakan ilmu, menuntutnya dan terus menghayatnya seumur hidup.** (p.45)



Source: Wan Mohd. Nor Wan Daud. (2007). *Budaya Ilmu: Satu Penjelasan*. Singapore: Pustaka Nasional Pte Ltd.

“... seseorang pentadbir, dari kaca mata Islam bukanlah sekadar menyelia, mengatur dan mengurus, atau melaksanakan perkara-perkara yang diputuskan... **istilah *pentadbir* ini berkait rapat dengan proses *tadabbur*... yakni **memikir dan meneliti sesuatu perkara secara mendalam sehingga hampir boleh melihat hujung atau akibatnya...**”**

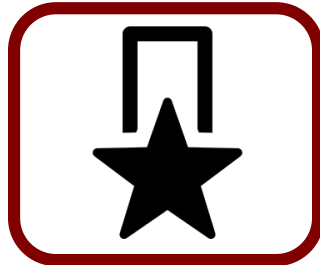
(Wan Mohd Nor Wan Daud, 2007, pg 59)



**Message to the students
(who are present in the monthly
assembly this morning)**



Academic matters are always a priority



Be proud to be part of UTM



**Leverage on available opportunities
and participate as much as possible**

Ilmu ada pembeda diantara yang tinggi dan yang rendah

Antara yang celik dan buta

Antara yang mulia dan yang hina

Dan Antara yang kaya dan yang papa kedana

Tanda orang berilmu adalah pada watak dan adabnya

Bukan pada sijil dan kerenahnya

Sikap orang berilmu tersingkap kepada kematangan mindanya

Bukan kepetahan pada bibirnya.

Teladan orang berilmu pada taatnya

Bukan pada kilauan zahirnya

Kata pepatah Melayu

Resam orang berilmu semakin tunduk semakin bersisi

Semakin berilmu, tinggi amalnya tetapi rendah lagaknya.

“How can we help you?”

What will you build?
What will you innovate?
What will you discover?
What entrepreneurial venture will
you initiate?
What future will you make here?
And, how can we help you?

*Source: Accepted Student Celebration Welcome Remarks
by
Shirley Ann Jackson, Ph.D. President, Rensselaer Polytechnic
Institute, 12 April 2008. Retrieved from <http://goo.gl/P7vc5>.
Accessed June 3, 2013.*





Terima kasih
Thank You



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