

# 1. Institutional context

## 1.1 History

Monash University Malaysia (MUM) is a self-funding private university located in Bandar Sunway, Kuala Lumpur, Malaysia and is a campus of Monash University. It was the first Monash campus to be established outside Australia and the first foreign university approved in Malaysia. The Malaysian Government recognises that the country's education sector must be strengthened so that it will produce a new generation of Malaysians who have the appropriate knowledge, skills and capabilities to lead in the furthering of national development.

MUM is a partnership between Monash University and Sunway College Sdn. Bhd., a subsidiary of the Malaysian corporation, the Sunway Group. Following representations to the Malaysian Minister of Education, the partners were invited by the Malaysian Government on 23 February 1998 to establish a branch campus of Monash University. It is established under the provisions of the Private Higher Educational Institutions Act 1996 (Act 555) of Malaysia, with the operating company, Monash University Sunway Campus Malaysia Sdn Bhd, incorporated in March 1998 under the Companies Act 1965. The company also operates under the Universities and University Colleges Act 1996 and the Education Act 1996. The Operating Agreement was most recently renewed in 2005.

The foundation Pro Vice-Chancellor (MUM) from May 1998 to December 1999, was Professor James Warren. The campus enrolled its first students in July 1998, with 248 students commencing studies in four degree programs and 169 students transferring from two existing Sunway College twinning programs. The campus is now thriving with a student population approaching 3000 students, of which 23% are international, attracted from over forty countries, making the campus truly multicultural and the most successful multicultural site of Monash University.

It has become a well-regarded university within Malaysia, recognised and valued as offering an international education. Monash Malaysia has emerging areas of research strength in biotechnology, health, economic and business modelling, Islamic banking, electronic test technology and agribusiness. The campus has developed rapidly and this is set to continue in the near future, with the Faculty of Medicine, Nursing and Health Sciences commencing a medical degree.

Construction of a new campus commenced in 2005, with the first stage to be completed in 2007.

The South East Asia Steering Group, chaired by the PVC (MUM), maintains a reference brief for Monash University activities in the Southeast Asia region (see Volume 2, Chapter 8).

## 1.2 Campus profile

MUM offers a wide range of academic programs to undergraduate students. The campus's five academic schools – School of Business, School of Engineering, School of Arts and Sciences; School of Information Technology

Memorandum, Articles of Association and Operating Agreement available on request

Appendix 5  
MUM statistics

and School of Medicine and Health Services (BA) represent six of Monash University's ten faculties. A total of 11 undergraduate degrees is offered, with three honours and six postgraduate degrees including the MPhil and PhD.

### 1.3 Mission and values

The mission and values of MUM are derived from *Monash Directions 2025* (see Volume 1, Chapter 2) and documented in *Monash University Malaysia Directions 2015*. This statement identifies the ways in which the campus will contribute to the achievement of the University's long term vision.

In setting its objectives and priorities, the campus is informed by the development goals articulated by the Malaysian Government, such as those outlined in the National Plan. With respect to higher education, these objectives include increasing access to high quality cost effective education; fostering increased cross-cultural understanding and sense of nationhood; increasing use of information and communication technology and focus on science and technology-based research and development activities (including training of postgraduate students). These priorities are consistent with the priorities established in the Monash directions statements.

### 1.4 Governance, leadership and management

#### 1.4.1 Board of Directors

The Board of Directors of the company is the governing authority of MUM. The Board has responsibilities for strategic direction and planning, internal accountability to stakeholders, the Malaysian public and government.

The Board of Directors receives advice from its standing committee, the Planning Review Committee, and directly from the Pro Vice-Chancellor and Executive Director.

The Planning Review Committee (PRC) was established by the Board of Directors in 1999 and is responsible for providing strategic oversight of campus planning and especially the alignment of academic planning and resource allocation. PRC meets twice each year, prior to meetings of the Board.

#### 1.4.2 Leadership and management

The operating agreement provides for the parties to play complementary roles in the management of the campus. In broad terms, academic matters are the responsibility of Monash University, while Sunway is responsible for the administration of the campus particularly with respect to financial management and provision of adequate resources to support learning, teaching and research activities, as determined in accordance with Monash standards.

The academic leader of the campus is the PVC (MUM). The PVC is responsible and accountable for managing and coordinating the ongoing academic development of MUM, and providing line management for the academic and some administrative support staff.

A Deputy Pro Vice-Chancellor position was established in mid 2005 to assume particular responsibility for oversight of the planning and quality of learning and teaching, and research and research training activities.

A Head of School leads each of the academic schools and a Deputy Head of School position has been established in the larger schools.

The Chief Executive is appointed by the Government of Malaysia and approved by the Board of Directors and is responsible under the provisions of the Act for general oversight of “the arrangements for instruction, administration, day to day affairs, welfare and discipline”. Currently the Chief Executive is the PVC (MUM).

The Executive Director has direct management and oversight of financial management and infrastructure planning. The Executive Director is Chair of the Executive Committee (EXCO) which is the primary management committee of the campus.

EXCO is responsible for operational management and administration of the campus. With the Executive Director as Chair, EXCO comprises the PVC (MUM), Deputy PVC, Heads of School, Director of Administration and Registrar.

Academic Advisory Board (AAB) provides advice to the PVC (MUM) on academic matters relevant to the campus as a whole and oversees the implementation at MUM of Monash legislation and policies in relation to academic matters (as defined in clause 2.1.10 of the Operating Agreement). The Board is chaired by the PVC and comprises the Executive Director; Heads of Schools and other relevant senior management personnel of MUM as determined by the chair in consultation with the Executive Director. The campus self-review identified that there was some overlap in the terms of reference and membership of the PRC and AAB and suggested that a review of the respective roles may be warranted. This was undertaken, and updated terms of reference were included in the new Operating Agreement signed in 2005.

A number of other management committees have been formed, including the Administrative Departments’ Committee, Intellectual Property Committee, Library Committee, Research Committee and Tenure Review Committee. The responsibilities and operations of these committees are discussed in later chapters.

An important discussion group is the Senior Management Group, comprising the PVC (MUM), Deputy PVC, Executive Director, Director of Administration and Registrar, and the Heads of Schools. It meets fortnightly, and provides an opportunity for communication, discussion and debate, but does not have formal authority.

## 1.5 Resource allocation

The campus has developed an iterative budget planning framework that involves the submission of initial budget bids from the academic schools and administrative departments. Following extensive discussions over several months between the PVC (MUM), Executive Director and Heads of Schools and involving other staff as appropriate, the final budget is prepared and submitted for the approval of EXCO, the PRC and Board of Directors.

In detail, the transparent and iterative budget development process incorporates input from all the Heads of Schools and other senior management with each Administrative Department and School developing a plan and associated budget for the forthcoming year, and the budget round addressing the appropriateness of the plans and the budgetary allocation with a whole of campus perspective. This has been found to be effective and collegial, and has enabled the Schools to plan more effectively the staffing levels for academic appointments and support staff. The budget formation process is significantly improved in recent years and allows for the appropriate degree of transparency and integration of academic and resource planning.

## 1.6 Risk management

The University's Audit and Risk Management Office has developed templates and tools for risk assessment and risk management and these are being applied at MUM, with assistance and advice from the Audit and Risk Management Office. For example, a detailed risk management assessment was undertaken in relation to the development of the Medical School. MUM is also included within the University's internal audit scope (Volume 1, Chapter 1, section 1.7.2).

The campus has an External Relations Department, headed by the MUM Legal Officer, which is responsible for legislative compliance matters, as well as external liaison. The senior management of MUM and in particular the PVC (MUM), Executive Director and Director of Administration and Registrar take responsibility for legislative compliance. Assistance is provided by Monash's Audit and Risk Management Office as required.

## 2 Quality at Monash

### 2.1 The Monash approach to quality

The Monash approach to quality as outlined in Volume 1, Chapter 2 applies to all areas of Monash University operations including MUM. Monash ensures the quality of teaching, research, institutional management and staff and student orientation and support services through the University's quality assurance cycle and by working closely with relevant Malaysian bodies including government, industry, professional bodies and educational and research institutions.

The National Accreditation Board (Lembaga Akreditasi Negara, LAN) serves as the government agency responsible for overseeing the standards and quality of higher education programs provided by private higher education institutions in Malaysia. From its inception, the Malaysian campus has worked closely with LAN in obtaining the appropriate approval and accreditation for its courses. In May 2005, the Deputy Prime Minister announced that foreign branch campuses would no longer fall under the aegis of LAN but would apply directly to the Minister for Higher Education. Provided the Minister deems the course to be appropriate for Malaysia, approval to offer the course is granted, with the institution granted full curriculum autonomy. MUM holds full approval from the Malaysian Government for all its courses. Accreditation may be sought after running the course.

### 2.2 Leadership, structures and management of quality

Reporting to the Board of Directors, EXCO has responsibility for maintaining oversight of quality assurance and quality improvements at the campus.

Under the direction of the PVC (MUM), the Deputy PVC has assumed principal oversight of the application of the quality cycle at the campus. Support is provided by the Assistant Director, Policy and Quality Assurance. Heads of School have line management responsibility for quality.

The PVC (Quality) and staff from the Centre for Higher Education Quality (CHEQ; see Volume 1, Chapter 2) maintain active links with the campus, particularly in relation to evaluation services and in the provision of general advice on quality matters. In particular, CHEQ works closely with staff in the offices of the PVC (MUM) and Deputy PVC in the coordination of core evaluation instruments such as Monash Experience Questionnaire and unit evaluation. The campus is represented on the Monash Quality Network (see Volume 1, Chapter 2).

### 2.3 Planning

*Monash University Malaysia Directions 2015* provides the long-term vision of the campus in the context of *Monash Directions 2025*. This document was directly informed by a Campus Planning Retreat for academic and administrative staff in October 2004 which was facilitated by the PVC (Campus Coordination).

Plans have also been developed to address learning and teaching and research activity on the campus. The appointment of the Deputy PVC provides the

SM 7

Quality at Monash: Values and Principles

SM 70

Monash University Malaysia  
Directions 2015

## SM 71

Crisis management scenario

opportunity to reflect on and refresh campus plans in these areas and this work is currently underway. Campus level plans will be developed to reflect the priorities in the University's *Education Plan 2006–2010* and *Research and Research Training Management Plan 2006–2010*.

Crisis Management Planning as described in Volume 1 is also in operation at the Malaysia campus and scenarios have been held annually since 2004. A description of the 2005 scenario is provided in SM 71.

### 2.3.1 Policy framework

During its early years of operation, MUM has directed considerable attention to establishing its policy framework and adapting Monash policy as necessary for its context. Some policy development work has also been required. A broad suite of academic and administrative policies are in place and an online policy bank is under construction. The Assistant Director, Policy and Quality Assurance works across the campus in the advising management and relevant committees on policy formation.

To date, policies have tended to be adopted, adapted and developed as needed rather than in a coordinated fashion. It is recognised that there is now a need to review MUM's policy framework and responsibility for leading this initiative has been assigned to the Deputy Pro Vice-Chancellor. This major project will commence in 2006. Details of the intended actions are provided in section 2.7.2.

## 2.4 Acting

The campus self-review (see section 2.6.1) undertaken in 2004 was highly successful in gaining staff interest and involvement in quality improvement and its recommendations have been used to inform priorities for improvement. The self-review report made a relatively large number of recommendations and improvement efforts have been concentrated in a smaller number of priorities, as outlined in the Campus Self-Review Progress Report (SM 73).

Following the first MEQ in 2003, the PVC (MUM) required academic and administrative departments to submit an action plan addressing areas identified as requiring improvement. These plans were successful in focusing attention on the outcomes of the MEQ and they demonstrate the range of improvement activities undertaken as a result of MEQ. However, the action plans have not been actively used throughout the campus in a coordinated fashion and greater emphasis will be placed on active consideration of action plan implementation for MEQ05.

In 2005, Quality Circles were established in each academic school. Staff in the Circles discuss quality matters within the school and identify ways in which processes and systems could be improved. They also have a role in discussing the results of core evaluation instruments, such as unit evaluation and MEQ and identifying ways to address areas identified for improvement. It is hoped that the Circles will also serve to increase staff involvement and participation in discussions of quality, thus giving effect to *Quality at Monash's* principle that quality is everyone's responsibility.

## SM 72

MEQ03 Action Plans

## 2.5 Monitoring

### 2.5.1 Campus key performance indicators

Performance data and indicators are available across the range of activities under way at MUM and are reported in respective chapters of this document. At campus level, this information is being used for monitoring purposes and to support management decision-making. In some cases, the indicators are routinely captured and reported while others may be reported in a more *ad hoc* fashion. The current stage of development of MUM now necessitates a more coordinated approach to the collection and reporting of a core set of campus-level performance indicators. The PVC's office has begun preliminary work to identify appropriate measures. As work toward campus education and research plans is progressed, an agreed set of campus performance indicators will be developed. As noted in Volume 1, the University adopted a new system for reporting performance indicators in 2005 and it is intended that the campus KPIs will be aligned with this new approach. The reporting of University KPIs at campus level will helpfully inform this process.

### 2.5.2 Other monitoring devices

As noted in Volume 1, Chapter 2 Monash has a number of university-wide evaluation instruments for quality assurance and improvement purposes. As appropriate, these are reported at campus level and provide campus management with a wealth of evaluative information for evidence-based decision making.

Principal among these are the Monash Experience Questionnaire (MEQ), a regular survey of all currently enrolled Monash students and the Unit Evaluation system, which requires student evaluations of each unit annually. The detailed results of these evaluations are reported in relevant chapters of the Portfolio. In general terms, results from MEQ05 show significant improvement for the Malaysian campus with six out of the seven scales demonstrating improvement in the mean score, compared with MEQ03. A total of 89% of students at MUM report broad satisfaction overall. Of the ten items which received the lowest mean scores in MEQ03 at the Malaysia campus, improvement has been achieved in six of these.

**Table 28: Items in MEQ03 identified as most in need of improvement and MEQ05 responses**

<i>Item</i>	<i>MEQ03 Mean</i>	<i>MEQ05 Mean</i>	<i>Change MEQ05–MEQ03</i>	
My course workload is appropriate	2.81	2.90	0.09	5
Teaching resources and facilities (laboratories, studios, equipment) are appropriate for my needs	3.03	2.96	-0.07	6
Feedback I receive on my submitted work is provided in time to help me improve	3.08	3.01	-0.07	6
I am generally satisfied with the online classroom environment	3.09	3.08	-0.01	6
The teaching staff are extremely good at explaining things	3.11	3.22	0.11	5

The teaching staff put a lot of time into commenting on my work	3.13	3.16	0.03	5
My course is flexible MEQ03: The course is flexible and takes into account my individual learning studies	3.15	3.16	0.01	5
My course takes into account my individual learning needs MEQ03: The course is flexible and takes into account my individual learning studies	3.15	3.15	0.00	-
I am generally satisfied with class sizes at Monash MEQ03: I am generally satisfied with ratio of staff to students at Monash	3.16	3.18	0.02	5
Information and communication technology (e.g. web-based learning, online discussion groups, etc) is used appropriately in my course to facilitate my learning	3.18	3.29	0.11	5

The comprehensive unit evaluation system was implemented in early 2005. Across the University, there is a growing awareness of the power of this information for identification of areas for improvement and centrally, as well as within faculties and campuses, management systems for attending to the evaluation data are being established. At MUM, the report of results on university-wide items, by campus has been considered by the PVC and Deputy PVC, who are then working with Heads of School to attend to any units which the evaluations suggest may require improvement. Where the unit coordinator is based at a campus other than MUM, collaborative consideration and response to the results is required.

Student evaluation of teaching occurs at Monash through MonQueST, a suite of 11 separate questionnaires, each of which allows student feedback to be obtained on a different teaching activity such as lecturing, field work teaching, problem based teaching, project supervision and workshop teaching. A high proportion of staff at MUM undertake MonQueST evaluations, as described in Chapter 4. Other forms of evaluating teaching include self-evaluation and peer-evaluation. Further details of how these systems are applied is provided in Chapter 4.

Consideration is being given to conducting an MUM Employer Survey in 2006. This would be used to identify the graduate characteristics that are valued by employers of MUM graduates and obtain their views on the extent to which the graduates possess these attributes.

The first ever university-wide Staff Attitude Survey was undertaken at the end of 2005. Results are reported in Chapter 3.

User and client surveys are undertaken by the support services from time to time. Details of these activities, results and improvements are provided in Chapter 9.

## 2.6 Reviewing

Compared with monitoring activity, Monash defines review as a longer term and more formal method of evaluating effectiveness of activities and outcomes.

Review is seen as having both formative and summative purposes and will usually involve input which is external to the University.

The institutional self-review, *Still Learning*, conducted in 2002 and thematic reviews of research (2004) and international activities (2005) have all involved staff and students at MUM. *Still Learning* has been highly influential in guiding the University's quality improvement efforts since 2002.

Findings from the Research and Research Management Review and International Self-Review, and particularly how they relate to MUM, are discussed in Chapters 6 and 8.

### 2.6.1 Campus self-review

MUM undertook a self-review in 2004 with the aim of "ascertaining our current standing as an off-shore campus of Monash University and make the necessary plans to further improve and steer the development of this university along a clear and structured path". Eight working parties were formed to consider various aspects of the campus operations, with the work of each being overseen by a reference group. The self-review presented an excellent opportunity for a large number of staff to become more actively involved in discussions of future directions for the campus than had been the case previously.

The self-review was successful in gathering input and involvement from a wide range of students and staff. The resulting report contained many more recommendations than could realistically be addressed at one time and efforts have been concentrated a smaller number of priorities; namely clarifying the vision for the campus; recruiting, supporting and retaining staff; learning and teaching; developing high quality research; and engagement. Considerable progress has been achieved in each of these areas, as outlined in the Campus Self-Review Progress Report. Further detail of improvements is provided in section 2.7.1.

### 2.6.2 Academic and support service review

As noted in Volume 1, Monash has a requirement for academic and support service reviews on a five yearly basis. At MUM, the campus self-review was undertaken to provide a 'whole of campus' perspective. At a relatively early stage of development of the campus, this approach was preferred rather than undertaking reviews of individual academic units or support services. It is intended that rolling five year reviews, as outlined in the University's *Guidelines for Academic Review* and *Guidelines for Support Service Review* will be introduced.

## 2.7 Improving

### 2.7.1 Examples of improvement achieved

The introduction of MEQ and systematic unit evaluation has greatly strengthened Monash's ability for evidence-based decision making. Improvement in almost all of the seven scales of the MEQ has been demonstrated in 2005 at MUM, although further improvement is still required.

#### SM 10

Still Learning: Report of our Self-Review

Toward Monash 2020:  
A Response to Still Learning  
Still Learning Mid Term Report

#### SM 73

Campus Self-Review Report 2004

Campus Self-Review Progress Report 2005

#### SM 15

Guidelines for Academic Review

#### SM 16

Guidelines for Support Services Review

The campus self-review in 2004 included a number of recommendations relating to the need to clarify the vision and values of the campus and considerable progress in this area has been achieved. A process was undertaken for the development of a vision statement, commencing even before the final report and recommendations were signed off, with wide input from the campus including a campus staff retreat and follow-up meetings. The vision statement has provided the basis for further planning and the process of undertaking the campus self-review proved to be very helpful in developing the vision statement.

Local regulatory requirements have in the past been highly problematic for the campus, as for other foreign branch campuses in Malaysia. MUM has strenuously and effectively lobbied for reform in the regulatory environment which has brought many benefits for Monash.

The campus self-review recommended that further attention be paid to the development of an attractive workplace environment sufficient to recruit and retain excellent staff. There has been substantial discussion of issues surrounding promotion, with some mechanisms for support developed. The University has recognised the need for direct input from the campus into promotion committees, both to provide informed advocacy for Malaysian staff seeking promotion, and to develop local expertise in understanding the processes and standards of Monash. Numerous support programs are now made available for staff intending to apply for promotion. A further issue that arose in a number of contexts during the campus self-review was the differential management of administrative and academic staff, with the administrative staff being appointed under Sunway terms and conditions. Transition to a new scheme is currently in train (as described in Chapter 3). This significant change is expected to improve the morale of administrative staff, control costs in the long term, and allow effective development of policies relevant to all staff.

In the areas of teaching, research and engagement actions on campus self-review recommendation has led to significant improvements. Considerable work has gone into establishing appropriate budgets for teaching and indeed budgets for all other activities (as described in section 1.5). Development of high quality research in a financially sustainable way is still in its infancy and MUM has now taken steps to capture certain research based KPIs, so that research development can be monitored more effectively (see Chapter 6). The campus has increased its community engagement in a number of dimensions, with collaboration with at least two other educational and research institutions, development of links with government departments and officials, some early links with public universities and strong linkages with other foreign branch campus universities. There has been considerable activity in developing relationships with industry in all schools, using mechanisms unique to each school (see Chapter 7).

### 2.7.2 Improvement priorities

As noted above, one of the significant areas requiring improvement is the policy framework for the campus and the Deputy PVC is leading a major policy framework project for 2006. The first stage will be to map existing policies, identify potential gaps and establish schedules for both policy development and review, which will be implemented and monitored throughout 2006. Consideration will also be given to the ways of ensuring that policies are available to staff and students in appropriate and readily accessible ways.

The current stage of development of MUM now necessitates a more coordinated approach to the collection and reporting of a core set of campus-level performance indicators. The PVC's office has begun preliminary work to identify appropriate measures. As work toward campus education and research plans is progressed, an agreed set of campus performance indicators will be developed. It is intended that campus KPIs will be aligned with the University approach. Monash notes that the Malaysian Government has determined that it will develop a system of ranking Malaysia's higher education institutions. In the first instance, this is to be applied to public institutions. Ranking systems based on reliable measures are accepted by Monash as one measure for its long-term aspiration to be recognised as one of the best universities in the world, as signalled in *Monash University Malaysia Directions 2015*: "the campus will actively measure its performance against universities in the country and region in which it competes, and against like campuses everywhere as part of the application of the Monash Quality Cycle and with an aim of continuous improvement".

Staff at MUM have access to a range of data from core evaluations, such as MEQ and unit evaluation. Consideration is being given to further extending this by conducting a MUM Employer Survey in 2006 now that the number of graduates at MUM is sufficiently large. The survey will identify the graduate characteristics that are valued by employers of MUM graduates and obtain their views on the extent to which Monash graduates demonstrate these characteristics. It will be based on the survey of Australian-based employers conducted in 2003.

The 2004 campus self-review was used to establish a baseline of review activity at MUM. It is now intended that a schedule for regular academic and support service reviews will be developed and implemented at the campus.



# 3 People

## 3.1 Introduction

Monash University recognises that success is achieved through its people and that staff are vital to the realisation of strategic goals. A range of recruitment and retention strategies, policies and initiatives are in place to create an environment where high calibre staff are attracted, appointed, valued and retained. Academic staff are employees of MUM with levels of employment based on those for all Monash staff. Associated terms and conditions are set by the campus following consideration of the prevailing context in Malaysia. Until relatively recently, administrative staff terms and conditions were based on those of the Sunway Group. In 2005, it was agreed that the employment levels of these staff would be determined by the higher education worker (HEW) system, with associated terms and conditions set by the campus, after considering current terms and conditions enjoyed by staff, and in light of benchmarking. This will provide many advantages to the campus, including the ability to develop policies that cover both academic and administrative staff, in a way which has not been possible to date.

## 3.2 Values

The *Excellence and Diversity: Strategic Framework 2004–2008* states that “Monash will be recognised as an excellent employer in all respects and will be known for its advocacy of social justice and tolerance and for its integrity” and that “respect for individuals regardless of religion, race, belief, gender or disability is fundamental to Monash”. The Framework also notes that “a fundamental component of excellence in management is to value staff and to be an exemplary employer”. By 2015, MUM will have established itself as the university of choice in the region for both students and staff and as a provider of the highest quality educational and employment opportunities.

In its Global Equal Opportunity Policy, Monash commits to creating an environment where students and staff are able to work effectively, without fear of discrimination or sexual harassment; and to providing effective mechanisms to resolve equal opportunity-related complaints. The policy recognises that where Monash operates outside Australia, the legislative requirements of the host country must inform how the University’s procedures are best applied in that country. The *Monash University Discrimination and Sexual Harassment Grievance Procedures* approved in 2003 establish a set of equity principles and practices that apply across all Monash operations and are consistent with the Malaysian Government’s *Code of Practice on the Prevention and Eradication of Sexual Harassment in the Workplace* (August 1999).

## 3.3 Planning

### 3.3.1 Staff workforce and student load planning

Staff workforce planning is based on three major factors: expected load for the following year; intended staff student ratio for the campus overall; and intended seniority profile of academic staff. Administrative staff are appointed according to

#### SM 3

Excellence and Diversity:  
Strategic Framework 2004–2008

#### SM 70

Monash University Malaysia  
Directions 2015

#### Global Equal Opportunity Policy

[www.adm.monash.edu.au/  
execserv/policies/alphabetical.  
html](http://www.adm.monash.edu.au/execserv/policies/alphabetical.html)

demonstrated or expected need. Succession planning takes into account length of contract and complexity of the role. Nevertheless, there is sometimes difficulty in recruiting senior staff, which can introduce delays in progressing projects or programs.

To date no student load quotas have been set. The campus requires substantial growth to meet its business plan targets. Long term load projections are updated each semester, based on an analysis of the past three years' enrolments in each course, and modified where necessary by information from Heads of Schools about specific environmental factors which may influence numbers.

Equity considerations in student and staff planning are governed by the same considerations as for the whole of Monash, except where these conflict with Malaysian law or practice. For example, Malaysian government reporting requires MUM to record the religion of students on enrolment. Student Administration and the senior management have access to this data but it is not accessible by students, other staff or the public at large.

## 3.4 Acting

### 3.4.1 Management, oversight and policy

Heads of School are responsible to the PVC (MUM) for campus-related operational matters including academic staffing. The Director, Administration and Registrar is the overall manager of administration on the campus, although some administrative staff report directly to the PVC (MUM), Deputy PVC, Heads of School or Executive Director.

The campus has a number of staffing policies in place and the appointment of the Deputy PVC and Senior Executive Assistant to the PVC (MUM) will significantly assist the process of ensuring the systematic development and review of policy. Attention will also be given to appropriate localisation of staff and student policies throughout the course of 2006, as part of the broader policy framework project discussed in Chapter 2.

The International Staff Advisory Committee of which the PVC (MUM) is a member allows for discussion of staffing issues across the Monash network.

### 3.4.2 Staff recruitment and appointment

The selection of academic staff occurs at School level, with input from the Faculty and assistance from the Human Resources department in placing recruitment advertisements and administrative processes (such as letters of offer and applications for work and teaching permits) as necessary. Academic staff may be appointed on fixed term contracts or continuing positions. All international academic staff must be approved by the Ministry of Education to teach at MUM and hold the relevant work permit from the Department of Immigration. The appointment of administrative staff may be to either fixed term or ongoing positions.

### 3.4.3 Staff induction

All staff attend a half-day induction session which begins with a presentation of *Monash Directions 2025* and the institutional values, and informs new staff of the activities and services of various schools and departments on the campus. Schools and administrative departments are responsible for undertaking personalised induction of new staff members. This may take the form of the new staff member being partnered for a short time with another staff member. Normally, school administrative staff, heads of administrative departments and other key administration staff visit Australia in the early stages of their work at MUM, to assist in their familiarisation with Monash policies and practices.

On commencement, all staff are provided with the guidebook *Your Friendly Guide on Campus*, which provides general information on the campus and services offered. A resource book to assist with the particular orientation requirements of academic staff is under development.

### 3.4.4 Staff development

The policy on academic staff development at MUM is adapted from that applied generally within Monash. Staff from the (previously named) Centre for Learning and Teaching Support and its subsection the Higher Education Development Unit, have offered services on the campus. This role will now be assumed by the Centre for the Advancement of Learning and Teaching (CALT; see Volume 1, Chapter 4, section 4.4.9). With the appointment of the Deputy PVC at MUM, there is increased capacity to ensure effective coordination of staff development and the Deputy PVC has been charged with developing a three year staff development plan, taking into account the broad view of teaching and research development on the campus.

For administrative staff, a budget allocation for staff development purposes is made for each staff member and staff discuss at least annually with their supervisor any training/skills development that may be required. The Sunway Group Tuition Refund Scheme, through which staff may seek financial assistance to study towards a certificate, diploma, degree or postgraduate qualification was applicable prior to 2006 and will be reviewed under the new administrative arrangements.

The Malaysian Ministry of Human Resources requires all employers to pay 1% of its monthly salary budget to the Human Resources Development Fund (HRDF), which may be reclaimed for fund-approved training attended by employees. Wherever possible, MUM's staff development and training costs are claimed against the HRDF.

### 3.4.5 Academic staff promotion

The policy and practice for academic promotion at MUM is as for all other campuses. Some staff at MUM believe that the special circumstances under which they work should be recognised in the criteria for promotion. This issue was raised in the campus self-review and in late 2005, during the review of academic promotion, the President of Academic Board and the Manager, Policy and Consultancy within the Workplace Policy Branch visited MUM and held an open forum with staff to hear their views on the problems and issues. Also as part of the review, the PVC (MUM) participated in a teleconference to provide

further input from campuses on the issues and possible solutions. An update on new proposals to address these concerns to be advanced by the academic promotions working party will be available at the time of the audit.

CHEQ staff also travel to MUM to offer workshops and individual advice to academic staff on using evaluation data for promotion purposes, as well as other sessions on the use of quality monitoring data for improvement. Since 2003, nine workshops have been delivered to more than 90 participants. The next workshop will take place in early 2006.

### 3.4.6 Rewarding excellence

In 2004, the PVC (MUM) established an Award for Distinguished Teaching to recognise and reward exemplary teaching by individuals or teams. The criteria are based on those for the Vice Chancellor's Awards for Distinguished Teaching (see Volume 1, Chapter 3). Applicants must have completed a year of teaching at MUM and are required to demonstrate systematic approaches to developing their teaching which requires sustained teaching experience. Nominations are made by at least six people; two of whom must be current or former students of the nominee. A further two nominators must be academic staff of MUM. The Award consists of a RM5,000 grant for a teaching project to be used at the discretion of the award winner to further his or her teaching interests; a RM5,000 cash award; a certificate and a plaque. The winner is also nominated to participate in the Vice-Chancellor's Showcase of Teaching Excellence and entered for the Vice Chancellor's Awards for Distinguished Teaching.

Dr Teoh Kok Soo, senior lecturer in the School of Engineering, was the first recipient of the PVC Award for Distinguished Teaching. Two special commendation awards were also presented to Ms Shanty Rachagan, the Director of Student Affairs, School of Business and Dr Soo Siew Choo, Lecturer in Econometrics and Statistics who is also from the School of Business. Dr Lan Boon Leong, a senior lecturer from the School of Engineering was presented with the Highly Commended and Runner Up award. The awards were presented by Professor Marilyn Liddell, PVC (MUM).

Along with the staff receiving special commendations, Dr Teoh participated in the Vice-Chancellor's Showcase of Teaching Excellence in Australia in late 2005 and was also announced as a winner of one of the Vice-Chancellor's Distinguished Teaching Awards.



The PVC (MUM) intends to establish an Award for Community Service open to all staff and a separate award open to all students. Other ways of recognising and rewarding staff include increments and bonuses for administrative staff. Significant effort is also made to publicly acknowledge staff activities in internal e-newsletter and media releases.

### 3.4.7 Student induction and orientation

The academic year commences with an orientation week, which includes significant elements of academic induction. The Monash University Student Association (MUSA) participates in orientation and offers a full social program, including information on campus clubs and societies. Considerable effort has gone into encouraging further student participation and it is gradually increasing, with support from MUSA (see also Chapter 9).

The campus organises a week-long orientation for its incoming students (both beginning and mid year intakes). The program includes presentations from senior staff, and includes sessions on communication skills and cultural awareness.

#### *Orientation 2006*

Beginning with a welcome address by Professor Walter Wong, Deputy PVC, the 2006 Orientation program included information sessions for students on the following.

- Introduction to Student Services
- Library Services
- IT Services
- Language and Learning Programs
- Counselling Services
- Student Evaluations
- Student Administration and Fees
- Safety, Health and Security
- Activities of the Monash University Student Association (MUSA) and Introduction to Clubs and Societies (see Chapter 9)

Special sessions were held for international students on health insurance and immigration requirements and a Cultural Adaptation Workshop (see Chapter 8).

In 2002, a 'buddy' program was initiated with existing students being matched up with new students to assist them in adapting to university life. Each semester, prospective 'buddies' are trained, prior to participating in the orientation week program.

To assist first year students with the transition process, the School of Arts and Sciences organised a special half-day Arts Transition Program. The program aimed to facilitate the learning transition from pre-university to university in terms of academic research and writing as well as the expectations of university life. It also provided a platform for hands-on experience on the basics of academic research and writing specifically for the Arts discipline. Students were introduced to research skills, library skills, writing and time management skills. Interactive games helped students with the information absorption and in understanding the processes.

The School of Business Transition Program is aimed at strengthening academic orientation as part of the general transition from school to university program. The first week tutorials represent an extremely useful vehicle for new students to become oriented to university expectations. Each session starts with familiarisation and socialisation activities, followed by activities related to the topic of the module. Modules cover six topics such as computing skills; writing in an academic context; referencing in business assignments and presentation skills. Science staff within the School of Arts and Sciences have established a formal mentorship program through which each student is allocated a member of academic staff as their mentor. Evaluation has shown that this scheme is well appreciated by students and has also suggested some ways in which it may be improved.

### 3.4.8 Student support

The Student Advisory Centre provides a range of services to students. It is the first point of contact for students with queries regarding administrative and support matters and acts as a referral centre for queries from potential students and their parents. The Centre also provides information on major campus events.

The Counselling Unit was established at the beginning of 2004. Since that time, its activities have extended significantly, including service provision to members of staff. A second counsellor was established at the end of 2005 to assist with supporting the growing number of students.

In March 2006, more than 80 first-year students at MUM took part in a workshop conducted by the Counselling Unit aimed at cultivating a positive attitude towards students' transition to university life. The transition and assertive skills workshop allowed discussion of academic and social transition issues, as well as how to display assertive rather than aggressive behaviour. The workshop is another way in which the Counselling Unit assists students to develop new skills in order to maximise their learning potential.

The International Students Unit provides support to new and existing international students, including assistance with immigration, accommodation, insurance and administrative matters. The Unit also provides physical and financial support for student activities such as the "Multicultural festival", various outings and other events. Further detail is provided in Chapter 8.

Support to students provided by the Library and Information Technology Services is discussed in Chapter 9.

### 3.4.9 Involving staff and students

The Monash University Malaysia Academic Staff Association (MUMASA) was established in 2000 and provides a forum for discussion of matters of common interest amongst academic staff. The Association provides input and suggestions to senior management on various aspects of campus operation.

The Monash University Student Association (MUSA) provides a range of services to students and is a vehicle for communication between the management of the campus and its student body. MUSA coordinates many services and activities for students. Registered clubs have their own independent committees to plan and decide on their activities and may apply for funds from MUSA. The

Manager, Student Services is the PVC (MUM)'s nominee as official advisor to the MUSA Council. Full details are provided in Chapter 9.

At the time of the campus self-review in 2004, consideration was being given to the establishment of staff-student liaison committees within each of the schools and to ways of ensuring effective student representation on various campus-level committees. Student Staff Liaison Committees are now in place in all schools. MUSA has nominated student representatives for each school, and often also for each course. The Committees meet regularly to allow staff direct communication with students. Examples of matters typically discussed include access to computers during peak periods in laboratories; access to printers for student assignments; student requests for summer courses; and limited car parking. Examples of improvements made as a result of the Student Staff Liaison Committee system are provided in section 3.7.1.

Science staff have also instituted a formal feedback forum for first year science students to discuss directly with staff any issues and problems they may be encountering.

The PVC (MUM) was the initiator of the 'student for a day' program as an innovative way of showing solidarity with students and gathering feedback on the student experience, that may not otherwise come to the attention of senior management. This creative approach developed in Malaysia has also extended to the Australian campuses (see Volume 1, Chapter 3).

## 3.5 Monitoring

### 3.5.1 Key performance indicators

MUM has been working to improve the seniority of the staff profile and is gradually achieving success as shown in Table 29.

*Table 29: Qualifications and seniority of MUM staff, 2004–2005*

<i>Category of staff</i>	<i>2004</i>	<i>2005</i>
Doctoral qualified staff (as % of total academic head count)	67.7%	68.8%
Academic levels (as % of total academic head count)		
– Professors	4.1%	6.6%
– Associate Professors	4.1%	4.7%
– Senior Lecturers	30.2%	28.3%
– Lecturers	52%	51%
– Assistant Lecturers	9.4%	9.4%

In 2005, 50% of the 28 full-time staff with Masters qualifications were enrolled in the staff PhD program.

In establishing the new enterprise of MUM, with few staff but much to accomplish over a short time, it is fair to say that centralised decision making was undertaken. One of the targets adopted by the present PVC (MUM) is for increased devolution of responsibilities and empowerment of staff. This is occurring in all schools through the establishment of Deputy Head of School positions and coordinators for various school activities and school sub-

committees which allow for the participation of a wide range of staff. As noted elsewhere, the campus self review and the staff retreat have also been important in gaining increased ownership from the staff.

### 3.5.2 Staff performance management

Performance management of academic staff occurs according to the Monash policy outlined in Volume 1, Chapter 3. While the system is operating across all schools, there is a need for increased training of supervisors to ensure effective operation of the system, and for ongoing information to staff. A Monash training consultant most recently visited the campus in September 2005 and all supervisors had received formal training prior to the 2005 performance management reviews.

Sunway Group employees undertake the Sunway Managing for Excellence performance appraisal system. As the process of administrative staff transition to the terms and conditions of the HEW system is effected, the Monash performance management system will be implemented.

### 3.5.3 Staff satisfaction

The Staff Attitude Survey (Volume 1, Chapter 3, section 3.5.4) was administered to all Monash staff in late 2005. Action plans are to be developed by faculties and campuses in relation to priority areas for improvement. The PVC (MUM) will lead the development of the MUM action plan for submission to VCG by the end of May 2006.

### 3.5.4 Other monitoring tools

The principal Counsellor provides regular reports to the PVC (MUM) on the number and types of consultations being undertaken and any general issues arising that may suggest improvements required at campus-level. All such general reports maintain the confidentiality of individuals. Harassment cases are managed with the assistance of the Equity and Diversity Centre based in Australia. The PVC (MUM) receives de-identified information on cases that are being managed, which also assists in identifying system-wide improvement opportunities. Initial training of staff at MUM was undertaken in 2004. With the administrative staff to come under Monash employment systems, it is intended to adopt the Monash policies at MUM, and commence training selected staff as advisors and mediators

In September 2004, at the request of the PVC (MUM), the Equity and Diversity Centre (EDC) based in Australia delivered a series of training programs for staff at MUM. Workshops offered included 'Equal Opportunity: Principles and Practice Training' and 'Discrimination and Harassment Grievance Adviser Training'. A briefing on equal opportunity matters was also provided to senior staff. A total of 32 staff participated. Formal evaluations of these sessions were overwhelmingly positive. The EDC has also provided advice to the PVC (MUM) on the application of equity and harassment policy at MUM and appropriate adaptation of Monash procedures to ensure compliance with Malaysian Government requirements. Progress was dependent on employment of administrative staff under Monash rather than Sunway, and will progress in 2006. Online training packages in this area are also available to staff at the Malaysian campus (Volume 1, Chapter 3, section 3.4.4).

## 3.6 Reviewing

The campus self-review involved comprehensive consideration of staff and student-related issues. A number of recommendations relating to staffing matters were raised and were immediately attended to. Recognition of the central role of high quality staff and difficulties in securing staff, led to a significant increase in remuneration, with a differential increase for senior staff, as one means to enhance the seniority staffing profile. The need for this change was discussed openly with staff and the staff association, and general (although not unanimous) support was secured.

The campus self-review also discussed issues surrounding promotion, with some mechanisms for support of candidates recommended. Monash has recognised the need for direct input from the campus into promotion committees, both to provide informed advocacy for Malaysian staff seeking promotion, and to develop local expertise in understanding the processes and standards of Monash. Support programmes are now made available for MUM staff intending to apply for promotion.

*Still Learning* and the International Self-Review pointed to the need for increased mechanisms for mobility of students and staff. This is being addressed through the implementation of the Monash Mobility Framework, a university-wide priority for 2006. Further detail is provided in Volume 1, Chapter 8, section 8.4.4.

## 3.7 Improving

### 3.7.1 Examples of improvement achieved

A significant issue that arose in a number of contexts during the campus self-review was the differential management of administrative and academic staff, with the administrative staff being appointed under Sunway terms and conditions. This was seen as unsatisfactory, and the campus has been considering all aspects of the employment of administrative staff. Transition to a new scheme is currently underway. Classification will be transparent, and based on the HEW scheme practiced in Australia, while the remuneration and benefits will be specific to the campus. This substantial change is expected to improve the morale of administrative staff, control costs in the long term, and allow effective development of policies relevant to all staff.

The Student Staff Liaison Committees are proving effective at surfacing and allowing for the resolution of quality issues. In one school, for example, a number of cases of assignment theft had occurred and student representatives suggested that locked boxes be provided for assignment submission. This suggestion was adopted and the new submission system was in place within weeks of the proposal. In another school, a group of students raised a concern about the teaching approach of a lecturer in first semester, 2005. The Head of School and Program Coordinator immediately held two meetings with the staff member to review the teaching approach, materials, course structure, course work and format of test and examination questions. These were followed by counselling of the staff member by the Head. Ongoing feedback received from the students via the Student Staff Liaison Committee during second semester indicated that improvement was being made by the lecturer.

### 3.7.2 Improvement priorities

The Staff Attitude Survey, undertaken in late 2005, identified a number of areas for improvement university-wide. Analysis of the results at campus level will allow MUM to identify the priority areas of improvement, to be addressed in an Action Plan to be considered and monitored by VCG.

Implementation of the Monash Mobility Framework which will strengthen the support to students and staff for meaningful movement around the Monash network, is a priority for 2006, and will allow Monash to better capitalise on its international nature.

# 4 Education

## 4.1 Introduction

As specified in the Operating Agreement (Clause 2.1.10), students at MUM are enrolled as students of Monash University. Monash legislation and other rules apply to entrance and eligibility criteria for courses, and all other academic aspects and student satisfactory progress requirements. Monash retains quality control over all teaching content including changes to, and restructuring of, courses and all other academic aspects including academic support for each course offered at MUM.

MUM has approval to offer a wide variety of undergraduate and graduate/postgraduate courses and has systems in place to ensure that its offerings are consistent with Faculty and University priorities, are appropriately resourced and are aligned with areas of importance for Malaysia and the Southeast Asian region.

## 4.2 Values

The values that underpin learning and teaching at the Malaysia campus are those of the University generally, as discussed in Volume 1, Chapter 4, section 4.2.

Under the Malaysian Private Higher Educational Institutions Act 1996, all students have been required to complete subjects in Moral Studies (Islamic Studies for Muslim students), Malaysian Studies and the National Language. These are made available at the campus as extra-curricular units. They are provided free of charge and are administered by Student Services. Considerable lobbying by private educational institutions, including Foreign Branch Campus Universities, has led to the government relaxing this requirement and making these studies optional for international students. Under Article 41(1) private higher education providers have approval to use English as the language of instruction, as is the case at MUM, where English is pervasive in all formal and informal settings.

The Malaysian Qualifications Framework (MQF) is a unified system of qualifications for all education and training qualifications. The MQF is currently under development and MUM keeps a watching brief in this area.

## 4.3 Planning

As elsewhere in the Monash network, learning and teaching activities at MUM are guided by the *Education Plan 2006–2010* and by relevant Faculty Operational Plans.

MUM currently has approval to offer a wide variety of undergraduate and graduate/postgraduate courses as detailed below.

<i>Name of Course</i>	<i>Approval Code</i>	<i>Valid Until</i>
Bachelor of Science (Biotechnology)	KR 5984	2010
Bachelor of Science (Medical Bioscience)	KA 3616	2008
Bachelor of Communication	KR 5985	2010
Bachelor of Business and Commerce	KR 6124	2010
Bachelor of Computer Science	KR 6072	2010
Bachelor of Information Technology (Phasing out)	KA 4654	2009
Bachelor of Business and Information Technology (Phasing out)	KR 6073	2010
Bachelor of Engineering (Electrical and Computer Systems)	KA 2564	2007
Bachelor of Medicine, Bachelor of Surgery (MBBS)	KA 3423	2008
Bachelor of Science (Environmental Management)	KN 2516	2006
Bachelor of Science (Biotechnology/Medical Bioscience)	F2-K 004	2010
Bachelor of Engineering (Chemical)	F2-K 007	2010
Bachelor of Pharmacy (Under consideration)	F2-K 008	2010
Bachelor of Nursing (Post Registration) (Not currently offered)	F2-K 009	2010
English Language Bridging Programme	F2-K 013	2010
Bachelor of Science (Biotechnology/Environmental Management)	F2-K 014	2010
Bachelor of Engineering (Mechanical)	F2-K 015	2010
Bachelor of Engineering (Mechatronics)	F2-K 016	2010
Bachelor of Science (Biotechnology)(Hons)	F2-K 001	2010
Bachelor of Science (Medical Bioscience)(Hons)	F2-K 002	2010
Bachelor of Communication (Hons)	F2-K 003	2010
Bachelor of Science (Environmental Management)(Hons)	F2-K 005	2010
Bachelor of Arts (Awaiting approval number)		
Bachelor of Information Technology and Systems (Awaiting approval number)		
Master of Information Technology (Minor Thesis)	KA 4012	2008
Master of Business Administration (Not currently offered)	F2-K 011	2010
Master of Science (Preliminary)	F2-K 017	2010

**Appendix 5**  
MUM statistics

Current student enrolment is shown in Appendix 5.

The Academic Advisory Board is responsible for making recommendations on the profile of course offerings, based on its analysis of market demand and the availability of appropriate staff and infrastructure. MUM's Marketing Department maintains an active watching brief on changes in the market and from time to time external analysts are engaged. Intelligence is gathered from a variety of sources including meetings with industry representatives and employers, discussions with prospective students and their parents, engagement with current students and requests from alumni (see also Chapter 9). An illustration of this is current interest being expressed by the banking industry for coursework masters to be offered in block mode or with teaching during nights and weekends. Market information of this nature is passed to the relevant schools, which discuss proposals for new courses with their respective faculties to

determine what is feasible and consistent with Faculty strategy. An assessment is made of the resource implications and strategic advantage to both the campus and Monash generally. A proposal is then put forward for approval from EXCO to the relevant Faculty Board, for consideration using normal Monash approval mechanisms and to the Malaysian Ministry of Higher Education.

Other factors of importance in these decisions include strategic significance to the University, national importance for Malaysia and importance for the Southeast Asian region. The University's South East Asia Regional Steering Group is chaired by the PVC (MUM) and provides oversight of Monash's activity within the region (see Volume 1, Chapter 8).

### 4.3.1 Approval and accreditation

The National Accreditation Board, Lembaga Akreditasi Negara (LAN) serves as the Government agency responsible for overseeing the standards and quality of higher education programs provided by private higher education institutions in Malaysia. From its inception, the Malaysian campus has worked closely with LAN in obtaining appropriate accreditation for its courses.

The four Foreign Branch Campus Universities in Malaysia have jointly lobbied the Malaysian Government to have their courses recognised under the regulatory environment pertaining to the home institution. In 2005, this was accepted by Cabinet and decreed by the Deputy Prime Minister and new processes for the branch campuses to relate to the Government are underway. Currently applications for the approval of new courses are submitted to the Ministry of Higher Education with approval based on the Minister's assessment of the appropriateness of the course for Malaysia. Significantly, full curriculum autonomy for the University is retained, on condition that each institution adheres to its full internal quality processes. MUM has always operated in accord with standard Monash approval processes and will continue to do so.

While recognition of courses offered by the Foreign Branch Campus Universities as approved qualifications for employment in the Malaysian Public Service is agreed in principle, technical administrative procedures to give effect to this decision are still being developed. Monash continues to take an active role in discussions with the Government about resolution of these matters.

#### 4.3.1.1 Professional accreditation

Two MUM engineering courses (Mechanical Engineering and Mechatronics) are fully accredited by the Institution of Engineers of Australia (IEAust) and one course (Electrical and Computer Systems Engineering) holds provisional accreditation. Students completing engineering courses have the capacity to register with the Malaysian Board of Engineers. Recent changes to the Washington Accord between professional engineering bodies bring MUM courses under the jurisdiction of IEAust thus providing MUM's graduates with wider international recognition.

Two principal bodies 'oversee' information technology-related developments in Malaysia, PIKOM, which is vendor oriented and MNCC, a membership organisation of IT professionals and graduates. Unlike in Australia, IT is not accorded the status of being a standalone profession in Malaysia and as such, there is no system of professional accreditation of courses akin to that of the Australian Computer Society.

Certified Public Accountants (CPA) recognises the Bachelor of Business and Commerce as an entry point to be eligible to take the CPA professional examinations.

The Australian Medical Council is undertaking an accreditation visit to MUM in August 2006. Submission of the first phase of accreditation documents has occurred, with the second to be submitted in April 2006. The campus is also in discussion with the Malaysian Medical Council on the preferred timing and procedures for the accreditation process.

## 4.4 Acting

### 4.4.1 Management and oversight

Each campus Head of School is responsible directly to the PVC (MUM) for all campus-related operational matters and to the respective Dean for academic matters. The PVC has responsibility for academic matters generally, and the Dean for faculty-specific matters, through a form of matrix management. Areas of overlap are determined by discussion and consensus and the matrix management model is constantly being developed and refined.

In terms of the management of academic units and courses, the majority of units being taught at MUM (268 of the 324 units in 2005) are presented on at least one other Monash campus, with half of the cross-campus units at MUM in 2005 (163 of the 324) also being available at the Clayton campus. In most instances, the staff member coordinating the unit will be based at the originating campus. Effective management of cross-campus units requires good communication and the majority of Monash staff are well experienced at operating successfully in this environment. Where the unit is being coordinated from another campus, MUM staff typically have input into the assessment tasks although there are still occasionally instances where an examination is set with little consultation of Malaysian campus staff. More effective and frequent communication between colleagues is making this a rarity. Assignments and examinations are marked by MUM academic staff, with a stratified sample moderated by staff from the other campus(-es) where the unit is taught. Boards of Examiners, with representation from all campuses where the unit is being taught, are formed to consider outcomes across all offerings of the unit to ensure comparability.

MUM sets admission standards in many cases higher than the floor level set by faculties in Australia, addressing educational considerations, local load considerations and marketing expectations for the campus.

### 4.4.4 Ensuring industry relevance

Industry Course Advisory Committees have been established by some schools as a means of obtaining input from local employers on curriculum design and the needs and developments of the industry. Most schools have established industry experience projects, student placement and internship programs with the support of strategic industry partners to enhance the learning experience and industry exposure of the students. Student placements and internship programs are managed and monitored through the respective Schools. The campus has recently reviewed its provisions for insurance and occupational health and safety to ensure that students on placement are adequately supported. In addition to placements, all schools have made conscious

efforts to appoint high-profile industry practitioners to fractional and/or casual appointments in order to provide students with up-to-date industry perspectives.

In the School of Information Technology links with industry include SUN/JAVA certification and the NOVELL Academic Training Partner arrangement. SUSE LINUX certification is also being developed. The School has organised a number of professional certification programs to increase the employability of students when they graduate by exposing them to various industrial skills in high demand by employers. Current training programs include:

- MDC USP (Undergraduate Students Program) for J2EE and Microsoft.Net – *training conducted in July 2005;*
- Novell Certified Linux Professional Program – *training commences in November 2005;*
- Sun Certified Programmer for Java – *training commences in November 2005.*

The School is planning to introduce additional certification programs for 2006 including:

- IT Infrastructure Library training, including International Certification by EXIN of Netherlands and Joint-Certification by CA Professional Services and Education, Quint Wellington and Monash;
- CISCO;
- SAP;
- IBM AS/400 Solutions Platform.

The School also offers a series of teaching sessions in collaboration with OpenFix Sdn Bhd, on the Compiere ERP/CRM software. The first of these sessions occurred from July–September 2005. Students who undertake this optional training are exposed to open source software and are given the opportunity for ‘hands-on’ IT sessions with local small to medium sized enterprises. In addition to allowing students to gain knowledge of the open source software, this project also offers practical experiences in public speaking and conducting group training. Subject to the availability of resources, the School plans to repeat this training session and may consider involving students in the development of business systems (such as payroll systems) for local companies.

The School of Engineering has developed close links with a number of local industries. One agreement with Freescale (previously known as Motorola) provides two-way flows of students with MUM undergraduate and postgraduate students going out for industry attachments and Freescale staff undertaking postgraduate study at MUM. Another industrial partner, National Instruments, provides technical equipment on-site at MUM, enabling students to become familiar with its use prior to graduation and ensuring that they are work ready.

Monash’s medical course involves community partnership programmes where students spend two to four weeks in various settings with a healthcare focus. The School is currently developing relationships with Mercy Malaysia and Hospis Malaysia to accommodate this. The School of Medicine is closely linked to the Hospital Sultanah Aminah (where the Clinical School will be based) and to Segamat Hospital and Pontian District Hospital in Johor. In addition, the School is linked to the Tanglin Community Polyclinic in Kuala Lumpur and to Sunway

Medical Centre. A relationship with Assunta Hospital is being developed, as are links with various academic bodies. One of these is the Academy of Family Physicians of Malaysia which has a strong teaching program and runs, jointly with the Royal Australian College of General Practitioners, qualifying examinations for general practitioners. The Head of MUM's School of Medicine has been invited to become involved in training general practitioners for the Academy's Johor chapter. The School is also establishing a regular monthly teaching session at Johor Sultanah Aminah Hospital, involving several MUM staff.

The School of IT's research collaborations in the area of object oriented software engineering with the Institute for Molecular Biology and Biophysics, Siberian Branch of Russian Academy of Medical Sciences has offered the opportunity for final year students in the Bachelor of Computer Science to develop the Biofeedback Computer Game-Based Training, as part of their final year project. The project requires use of hardware and software and the application of various methods to enable a user to learn relaxation and self-regulation skills for stress management. Currently, there are four such games developed by students namely "Rowing Canal", "Magic Blocks", "VIRA!" and "RALLY". These 'hands on' projects allow students to develop their practical software engineering skills.

#### 4.4.5 Internationalisation of curriculum

Most courses offered at MUM are derived from courses first offered in Australia, with appropriate adaptation to suit the context in which they are offered. All such changes must be approved by the relevant Faculty Board. Increasingly, courses are being developed by staff at MUM and a current example is the new Bachelor of Science (Food Technology) course which, if approved, may also be offered at some Australian campuses.

The recently completed Faculty of IT Curriculum Review led to changes in the curriculum in the two IT degree courses currently being offered at MUM. Rationalisation of common core units in both courses (FIT1003 IT in Organisation and FIT2002 IT Project Management) has offered an opportunity to incorporate local Malaysian content and case studies and it is envisaged that when completed, the internationalised units will be taken by students from all campuses under the Monash Abroad program. The Bachelor of Science (Biotechnology) and Bachelor of Science (Medical Bioscience) courses, derived originally from those offered at the Gippsland campus, have been significantly adapted and localised for the Malaysian context. The Bachelor of Engineering (Mechatronics) course has the majority of its expertise in Malaysia.

MUM staff are leading and participating in discussions of internationalisation within Monash University. Dr Sharon Bong, from the MUM School of Arts and Sciences, together with Professor Serge Demindeko, represented MUM on the Internationalisation of the Curriculum Subcommittee of the Education Committee and participated in drafting Monash policy in this area. In early 2006, the campus also supported the 'International Education, A Matter of Heart Conference' an event funded by the Monash Institute for the Study of Global Movements which brought together academics, support staff, educational developers and researchers from post-secondary and higher education sectors

interested in exploring the effects of internationalisation on curriculum and teaching strategies. Monash staff from all campuses, including a contingent headed by the PVC from South Africa, were involved (see SM 30).

The medical course to be offered at MUM uses essentially the same curriculum as that in Clayton. Notwithstanding this, certain aspects of the curriculum require change to reflect socio-cultural and religious aspects of Malaysian society, as well as differences in the healthcare system. To enable these changes to occur smoothly a Medicine Curriculum Internationalisation Working Party has been formed, with representation from staff at both campuses. Its aim is to internationalise the course, including modification of many of the unit guides and problem based learning cases. It is expected that the working party will look at many other aspects of learning and teaching across cultures.

#### 4.4.6 Support for students and staff

Some support mechanisms for students are discussed in Chapter 3. This section relates particularly to academic support for students in their learning and staff in their teaching. Library and IT support for students is discussed in Chapter 9.

The Centre for the Advancement of Learning and Teaching (CALT) provides support for staff in their teaching and students in their learning. In particular, CALT provides high quality support for students' language and learning needs; acts as a 'one stop shop' for language and learning support; prepares staff for their teaching role at Monash as a research-intensive, international university; and, supports their professional development as teachers (see also Volume 1, Chapter 4).

English language entry requirements for students are identical to those at all other campuses. The Language and Learning Support Unit (LLSU, now part of CALT) administers a written test of academic English skills to all incoming students during orientation week to identify those who would benefit from additional English language support. Those who score 40% and below are strongly advised to make an appointment and follow-up phone calls are made to those students who do not. Following an initial consultation, students may be referred for additional remedial courses.

LLSU also offers general support to students in developing study skills and its Resource Room encourages students to 'drop in' for assistance. Approximately 120 students use LLSU's services every semester. It is generally observed that most students who have sought the LLSU's assistance in semester one of first year do not continue to do so in second semester with most students feeling they have developed sufficient skills for independent study.

Monash University English Language Centre (MUELC; see Volume 1, Chapter 8) now offers the English Language Bridging Program at MUM and discussions are underway on the best means of providing support to staff requiring English language assistance.

CALT offers the Teaching@Monash workshops at MUM periodically, most recently in March 2006. The Graduate Certificate in Higher Education (see Volume 1, Chapter 4) is also offered at MUM and as at June 2005, nine MUM staff had completed the GCHE and a further 13 are currently enrolled. An analysis of learning needs of teaching staff was undertaken in 2004, and with

the change to CALT, a three year plan for professional development of teaching staff at MUM is currently being developed.

As noted in Chapter 3, the PVC (MUM)'s Distinguished Teaching Award has been established to acknowledge and share good practice with respect to teaching. Winners are invited to attend the Vice-Chancellor's Annual Showcase of Teaching Excellence and four MUM staff were sponsored to attend in 2005. A campus teaching showcase is being planned for December 2006.

Monash University Malaysia's honours student Meera Supramaniam was named the Best Novice Speaker at the 12th All Asian Intersarsity Debating Championship held at University Malaya in June 2004. The award was given to the highest rated speaker who participated in the tournament for the first time.

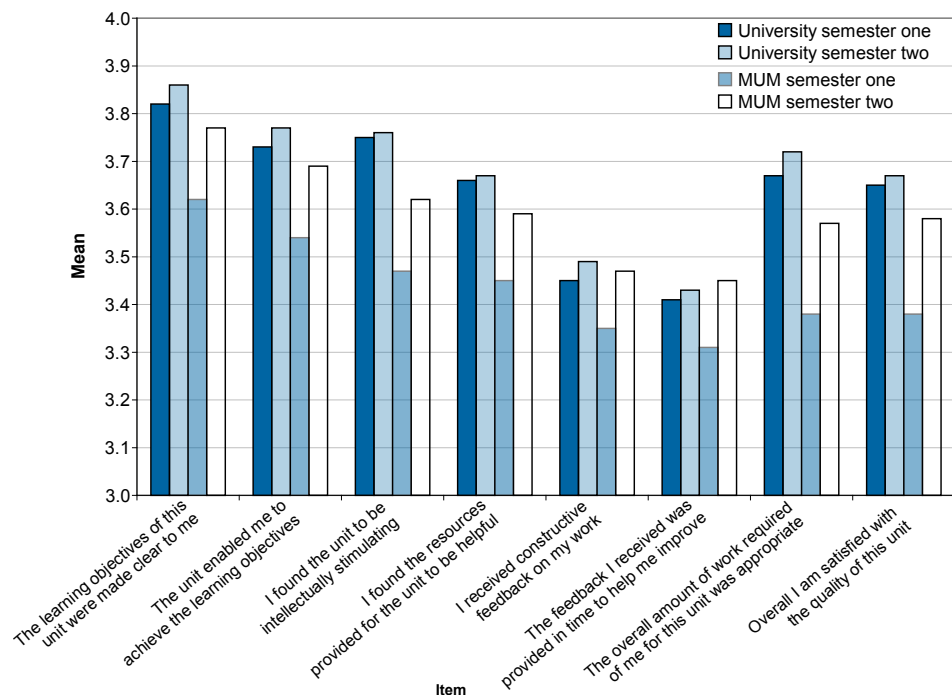
Monash was ranked 25th in the tournament out of the 71 participating teams. The tournament was opened to both local and foreign institutions of higher learning including universities from Thailand, Korea, Japan, India and Bangladesh.

## 4.5 Monitoring

### 4.5.1 Unit evaluation

A MUM-specific unit evaluation system was developed and administered in 2004 to assess student satisfaction with selected units. From the beginning of 2005 this has been replaced by the university-wide unit evaluation system which requires all units to be evaluated at least annually.

Figure 19: Results of unit evaluation, MUM and whole of university, 2005

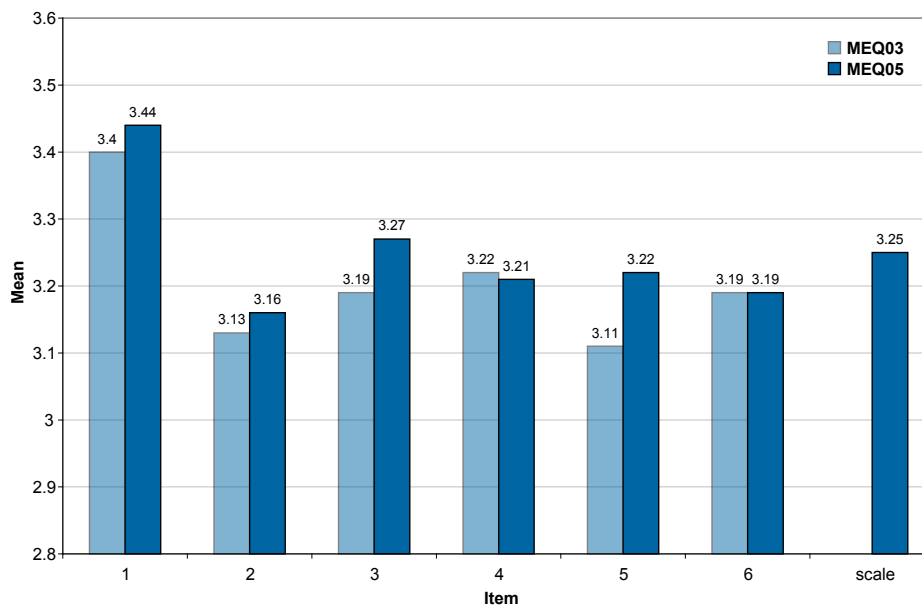


As shown in Figure 19, average mean unit evaluation scores at MUM show a remarkably similar pattern to those of the University as a whole, and improved significantly in from first to second semester. Nonetheless average scores are typically lower than the University average and the campus has requested further analyses of the MUM data in order to better understand the campus-specific issues. These will be available in early 2006 and will be used to identify improvement priorities.

### 4.5.3 Monash Experience Questionnaire

MEQ05 results show that 85% of MUM students are broadly satisfied with the teaching and learning they experience at the Malaysia campus and students reported positively (ie three or above) on all items in the good teaching scale. Figure 20 shows that there was improvement in four of the six scale item means and for the scale as a whole, compared with MEQ03. One item showed a slight decline with another remaining unchanged. The trend of improvement is pleasing for the campus as scores overall have been towards the lower end of the eight Monash campuses. It is also anticipated that movement to the new campus will cause an improvement on MEQ measures.

Figure 20: Comparison of item means for the good teaching scale MUM, MEQ03 and MEQ05



**Legend**

1. The teaching staff motivate me to do my best work.
2. The teaching staff put a lot of time into commenting on my work.
3. The teaching staff make a real effort to understand difficulties I might be having with my work.
4. The teaching staff normally give me helpful feedback on how I am going.
5. The teaching staff are extremely good at explaining things.
6. The teaching staff work hard to make their subjects interesting

### 4.5.4 Evaluation of teaching

Teacher evaluation at Monash is carried out using 11 sets of questionnaires called MonQueST, the Monash Questionnaire Series on Teaching (MonQueST; see also Volume 1, Chapter 2). Results are used to provide feedback for academic staff in improving their teaching and to support applications for

promotion. The proportion of staff in Malaysia undertaking a MonQueST in years 2000–2004 is relatively high compared with some other campuses and varied from 38% to 50% across the years (see Table 30).

It is not expected that a teacher will evaluate her or his teaching each year. An assumption is made, therefore, that it is reasonable to report usage by teachers over a three year period. Table 30 presents trends on a three-year rolling cycle which is defined as a member of staff undertaking at least one MonQueST evaluation, regardless of type, during this three year period. Three rolling cycles are defined in this time period as follows, 2000–2002, 2001–2003 and 2002–2004. Approximately 86% of staff at MUM undertake a MonQueST in a three year period.

*Table 30: Overall summary of staff undertaking a MonQueST at MUM, 2000–2004*

Year	Staff employed	Staff undertaking a MonQueST	Percent completed survey (%)	Three-year rolling cycle	
				Year range	Percent (%)
2000	53	20	37.7	2000–2002	89.7
2001	82	41	50.0	2001–2003	89.8
2002	89	43	48.3	2002–2004	84.0
2003	93	43	46.2		
2004	100	46	46.0		

Over 85% of staff at academic levels A–C undertook a teacher evaluation while on average, 70% of staff at level D also engaged in such an evaluation. The lowest level of engagement with teacher evaluations is for staff at Level E, a pattern which is consistent with that in Monash overall, and most other universities.

## 4.6 Reviewing

Various levels of review activity of educational offerings occur at MUM, including regular internal course review and external professional accreditation (section 4.3.1.1). This is in addition to review and approval at Ministry or Government level. The external reviews undertaken at Monash by the Global Alliance for Transnational Education (1996 and 1999; see Volume 1, Chapter 8) also involved a visit to MUM.

More recently the campus self-review completed in 2004 included learning and teaching activities within its scope and a number of recommendations were made, a good number of which have been actioned and discussed in section 4.7.1.

Following from the campus self-review, the Academic Advisory Board has overseen a review of current course offerings and exploration of possibilities to expand the portfolio of course offerings. A number of new courses are coming on stream, and others are under development or consideration. Particular attention is being paid to the local context and local needs. For example, and as indicated above, Science has begun developing the BSc (Food Technology) directly in response to the local context, and the Faculty is interested in offering this area subsequently in Australia

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Frequency of Teaching Staff Undertaking MonQueST 2000–2004

#### Evaluations website

[www.adm.monash.edu.au/cheq/evaluations/](http://www.adm.monash.edu.au/cheq/evaluations/)

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## 4.7 Improving

### 4.7.1 Examples of improvement achieved

MUM has supported Monash International (now the International Division) to establish the Monash University English Language Centre on campus, providing the English Language Bridging Programme to potential students. This directly addresses a recommendation of the campus self-review.

Considerable work has also gone into establishing appropriate budgets for learning and teaching and indeed budgets for all other activities as noted in Chapter 2.

The campus is actively participating in unit evaluations and MEQ, with analysis of outcomes being addressed systematically and actions arising as a result. Further work is underway to develop a more sophisticated approach to 'closing the loop' in the quality cycle.

Particular problems with IT services, including IT support for learning and teaching activities are being addressed by secondment of a Director of ITS, approximately half-time from Monash in Australia, to oversee a review of existing ITS policies and service provision, and to support local ITS staff (see Chapter 9).

### 4.7.2 Improvement priorities

Unit evaluation mean scores in 2005 for MUM were found to be generally lower than University means across both first and second semester and the campus has requested further analyses of the MUM data in order to better understand the campus-specific issues. This should be available in early 2006 and will be used to identify improvement priorities. As described in Volume 1, Chapter 4, the new CALT will be working closely with CHEQ in supporting improvement in key areas of learning and teaching identified by university monitoring tools such as the MEQ and unit evaluation and will be able to support the campus on targeted improvement strategies.



# 5 Research training

## 5.1 Introduction

Monash's *Research and Research Training Plan 2006–2010* outlines the objective of enhancing its position as a leading research institution in the ASEAN region. MUM is in the early stages of establishing its higher degree by research programs with an official launch occurring in late 2005. Student numbers are currently small but growing as MUM aims to attract the best students from the region, supervised by high quality staffing and receiving high quality support.

A new research and research training plan for the campus is to be developed which will be aligned with the recently revised plan at University level.

## 5.2 Values

Monash Directions 2025 signals the importance placed on excellence in all areas of activity and including its research training program. As a research-intensive university Monash seeks to attract the most talented students and post-doctoral fellows. The *Code of Practice for the Supervision of Doctoral and Research Masters Students* make explicit the principles that underpin these activities at Monash and the responsibilities of both students and staff.

[Code of Practice for the Supervision of Doctoral and Research Masters Candidates](http://www.mrgs.monash.edu.au/research/doctoral/chapter5a.html)

[www.mrgs.monash.edu.au/research/doctoral/chapter5a.html](http://www.mrgs.monash.edu.au/research/doctoral/chapter5a.html)

## 5.3 Planning

A Research and Research Training Management Plan at MUM was developed in 2002 and has been used to guide developments to date. The new university-level *Research and Research Training Plan 2006–2010* will now to be used to develop a revised plan at campus level. Over coming years, a major focus will be on growing honours courses (see Chapter 4) and establishing the PhD program.

MUM currently has approval to offer the following HDR courses.

<i>Name of Course</i>	<i>Approval Code</i>	<i>Valid Until</i>
Master of Philosophy	KA 5637	2009
Master of Science (Research)	KA 4183	2008
Master of Engineering Science (Research)	KA 4182	2008
Master of Arts (Research)	F2-K 018	2010
Doctor of Philosophy (Research)	F2-K 010	2010
Doctor of Business Administration (Not currently offered)	F2-K 012	2010
Master of Arts (66% research) (Awaiting approval number)		
Master of Arts (Qualifying) (Awaiting approval number)		

As at 31 March 2005, there were three masters by research students enrolled at MUM. With the formal public launch of the research training program in October 2005, interest and demand from potential students has been very promising.

## 5.4 Acting

### 5.4.1 Management and oversight

The PVC (MUM) has overall responsibility for research training programs on the campus. A standing working party of the Research Committee is responsible for establishing administrative and support systems to underpin research training activities. The working party has successfully established processes for application and admissions for HDR candidates and reports regularly to the Research Committee on these matters. Close connection is maintained with the Monash Research Graduate School (MRGS; see Volume 1, Chapter 5) and processes established at MUM reflect the general Monash approach. As the number of HDR students grows, consideration is being given to establishing a committee to oversee the research training program. An internal review of campus systems for the management of research and research training has been led by the Deputy PVC and recommendations will be considered in early 2006.

Since 2002, the Pro Vice-Chancellor (Research and Research Training) has visited the campus regularly to conduct supervisor training workshops and to provide direct advice and support in the implementation of the research training program. The most recent supervisor training workshop in 2005 was opened to staff from public universities and other institutions. Given the success of this, it is anticipated that a similar approach will be adopted for future workshops as this is another way in which Monash can contribute more generally to the Malaysian higher education sector.

### 5.4.2 Support for students

To date, the number of HDR students has been sufficiently small that primary support has been provided largely from within each academic school. A Postgraduate Centre for both graduate/postgraduate and HDR students has been established and this provides office space (with desk and storage), computing and printing facilities and IT support, as well as a social area, kitchen facilities and two meeting rooms. In the new campus currently under construction, HDR student accommodation will be divided between a central Postgraduate Centre (located within the Learning Commons) and individual schools, to enable closer association with supervisors, particularly for those in laboratory-based disciplines.

The Monash Research Graduate School's exPERT workshops and seminars cover a range of employment and research training issues, such as confirmation of candidature; presenting effective seminars; building a thesis and effective writing; and balancing life and study. The exPERT series is available to all campuses through DVD recordings (Volume 1, Chapter 5, section 5.4.3). The development of a core exPERT program, including face to face workshops at the Malaysian campus, is a priority for 2006.

MUM is working to foster a research culture amongst students. Regular seminar series are organised by each school which provide opportunities for students and staff to discuss their research with colleagues. Researchers from outside the campus and visiting colleagues from Australia are regularly invited to present their work.

The campus offers a number of scholarships annually for honours and postgraduate students. In 2004, four honours scholarships were provided in each discipline. In 2005, four honours scholarships were provided in each discipline and six masters/PhD scholarships were available. Some of the latter remained unawarded due to delays in achieving appropriate approvals from the Ministry of Higher Education. High demand for honours has led to increased budgetary support for 2006, with 40% of eligible students or equivalent holding partial scholarships. As noted in the campus self-review, there is a need for MUM to more pro-actively seek government and industry supported scholarships to support the development of its research training program.

Support has been established to assist current MUM academic staff wishing to undertake higher studies. MUM covers course fees and sponsors two trips to Australia annually for the staff to meet with their supervisor. They are also allocated specific time to pursue their studies; one day during the working week and one month per year free of other duties.

#### 5.4.4 Quality assurance of supervision

The Pro Vice-Chancellor (Research and Research Training) has held regular workshops at MUM since 2002 for the training of HDR supervisors and there are currently 39 staff members who have been accredited to supervise through the Monash Research Graduate School research supervision training program. For further detail on the comprehensive formal approach to research supervisor training see Volume 1, Chapter 5, section 5.4.5.1.

As noted above, the most recent workshop held in September 2005 was opened publicly and 66 of the total 75 participants were attracted from outside Monash, mostly from public universities, in particular Universiti Malaya, Universiti Sains Malaysia, Universiti Teknologi MARA, University Tunku Abdul Rahman and Universiti Putra Malaysia. Some participants were also from colleges and private institutions, including Binary College, Multimedia University, INTI College, HELP Institute, Sunway University College and Taylor's College.

### 5.5 Monitoring

Monash has a number of regular monitoring tools for research training, including the annual progress report. Current staff enrolled in PhD programs complete these and any issues are taken up via the supervisor.

As the cohort of HDR students grows, the full suite of Monash's research training monitoring mechanisms will be implemented at MUM. This will include the Postgraduate Research Supervision Survey, the Postgraduate Research Experience Questionnaire and the Exit Survey. These are outlined in full in Volume 1, Chapter 5, section 5.5.

### 5.6 Reviewing

The campus self-review made a number of recommendations in relation to the development and further publicity of MUM's research and research training programs locally and within the region. These are progressively being addressed.

## 5.7 Improving

### 5.7.1 Examples of improvement achieved

MUM has successfully launched its research training programs with the appropriate administrative and support systems in place to ensure a rewarding and supportive experience for students.

The campus has made generous provision for postgraduate scholarships, and is actively seeking government and industry supported scholarships for the post-graduate programmes, with some substantial funds now available in certain areas, notably in Islamic Banking and Electrical and Computer Systems Engineering.

### 5.7.2 Improvement priorities

A clear imperative for the future is to further develop the current honours courses which lead into the PhD program. Continued focus will be placed on developing the supervisory capacity of staff and to strategies that foster a vibrant research culture on campus so that the most able postgraduate students from the region are attracted to study at Monash Malaysia's attractive new campus. MUM will continue its proactive efforts at securing external scholarships funding to support the research training programs.

The Monash Research Graduate School's exPERT workshops and seminars are currently available to MUM students through the DVD replay program. Emphasis will be placed on promoting this more widely to students and further editing should also improve the DVD quality. The development of a core exPERT program, including face to face workshops, at MUM is a priority for 2006.

# 6. Research

## 6.1 Introduction

Monash will contribute to Malaysia by supporting innovative research of the highest international standard; building scale through national and international collaborations and effectively engaging with industry and government. MUM proposes to establish a new entity 'Monash Malaysia Research' to build a community of researchers to engage in the highest quality research of strategic importance for Malaysia and the region.

The University's Research and Research Management Review completed at the end of 2004 sets the agenda for lifting research performance within Monash overall and includes recommendations for further enhancing the support being provided to the international campuses as they develop research activity. Throughout 2006 the Deputy Vice-Chancellor (Research), Associate Deans (Research) and other key research personnel from Monash will undertake a series of coordinated visits to MUM to finish consultation and commence implementation of a targeted strategy for development of research at MUM.

Current key research strengths of MUM include: Islamic banking and finance; corporate governance; ASEAN economic development; plant genetic engineering; agricultural biotechnology; electronic design and testing; system modelling, simulation and control; pervasive computing; grid computing; and postcolonial and postmodern literature and film in Asia. The establishment of the School of Medicine and Health Services at MUM will see the development of related research activities and the proposed Monash Malaysia Research will provisionally contain a centre of excellence in the area of health advances.

## 6.2 Values

Monash University's Statement of Purpose identifies the value of "excellence in research and scholarship" (*Monash Directions 2025*). Monash is committed to being a great research-intensive university and to playing a major role in preparing research leaders of the future for the public and private sectors. By 2015, MUM aspires to be a research-intensive campus, incorporating research flagships that are relevant to the region and recognised throughout Monash and the global higher education sector. Monash will develop a strategy to achieve its desired staff and research student profile at MUM, which includes a combination of senior appointments, staff development and student recruitment and development. The campus will incorporate state-of-the-art research facilities in order to attract and retain highly able research staff and students and academic, industry and government partners. A position of research leadership will also be established to drive and direct research and research training on the campus.

## 6.3 Planning

A Research and Research Training Plan at MUM was developed in February 2002. It is now being reviewed in the light of the review of research and research management undertaken in the University in 2004 and the new University Research and Research Training Management Plan. As stated above, during 2006 the DVC (Research), relevant Associate Deans (Research) and other key

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Monash University Malaysia  
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research personnel from Monash will undertake a series of coordinated visits to MUM to finish consultation and commence implementation of a targeted strategy for development of research at MUM. A campus research retreat is planned for May involving all relevant Associate Deans (Research).

Until now, academic staff have been encouraged to undertake research appropriate to their discipline areas and it is recognised that to have a greater impact and achieve better economies of scale, research endeavours at MUM must become more focused on defined areas of strength and of strategic importance to the ASEAN region.

MUM is proposing to establish Monash Malaysia Research (MMR) to strengthen the reputation and standing of Malaysia as a leader in the Asian region for delivery of world-class higher education; focus on building sustainable competitiveness in areas of critical economic importance to Malaysia; link with key researchers and facilities at Monash while fostering collaboration with other Malaysian research centres and institutes; and promote and facilitate the transfer of leading-edge research outputs from MMR's centres of excellence to Malaysia's existing industries and to facilitate establishment of a new entrepreneurial base for the 21st century. The centres of excellence will build a community of researchers that engage in the highest quality research. Provisionally, these are being planned in the areas of health advances; accident reduction; agricultural biotechnology and advanced manufacturing. Monash is seeking a contribution of RM325 million from the Malaysian government to make this strategic proposal an operational reality.

## 6.4 Acting

### 6.4.1 Management and oversight

The Campus Research Committee advises the PVC (MUM) on all matters related to research and research training at the campus. Since appointment in 2005, the Deputy PVC has assumed primary responsibility for oversight of research and research training, with a brief to develop a management structure and processes to enhance the quality of research and proposals for this are currently being concluded.

The campus Research Management Office (RMO) is responsible for research budget planning and the management of the MUM Research Grants scheme; administration of research policy matters and compiling data on research outcomes and indicators. It works closely with the Research Office (Volume 1, Chapter 6, section 6.4.1). Each School now has a structure and process for research management and Research Managers in each of the schools have close working relationships with the RMO and one another.

An online database of research activity at MUM has been developed and is accessible by School Managers. It was used to inform staff performance management in the 2005 round. In 2006, it is intended that incentive payment (bonuses) for academic staff include documented research performance as one of the criteria.

## 6.4.2 Policy framework

The research policy framework at MUM is strongly based on that already developed by Monash with adaptation to suit local circumstances and undertaken as required. In 2005, the campus developed a formal policy on Intellectual Property, Commercialisation and Paid Outside Work. These closely mirror the Australian policies, but have been adapted to reflect Malaysian law and practice.

The campus defines a research active staff member as one who in the past three years has: “at least one publication point (according to DEST criteria) and either supervised at least one HDR student or been awarded at least RM5,000 in external research grants”. In 2003, the campus introduced two additional categories of researcher. ‘Early researcher’ is defined as a staff member who has published in one of the DEST categories in the last 3 years; and either supervised at least one postgraduate student or gained internal research funding of at least RM5,000. ‘Training level researcher’ is a staff member who has either produced 3 publications in accepted DEST categories in the last 3 years or is currently enrolled in a PhD. These changes were introduced to acknowledge and encourage staff activities leading to full research active status.

## 6.4.3 Support and infrastructure for research

While the present infrastructure of the campus is adequate to support the developing research activity (for example MUM is the only private university in the country to build and operate a physical containment laboratory (PC2) for experimentation into genetic manipulation of the DNA), the new campus will also extend facilities and infrastructure to support research and research training.

The Tun Hussein Onn Library supports both undergraduate and postgraduate programs for the campus. The Library provides extensive e-journals, e-databases, research books, monographs, periodicals, AV materials, CD-ROM and microfiche. Students also access the full expanse of Monash Library’s e-resources (see Chapter 9).

Funding has been approved for connection of MUM to MYREN, the Malaysian Research and Education Network. Together this means that MUM will not only be better able to collaborate and take advantage of e-research developments in Australia, but will also be able to develop research interaction with other Malaysian universities.

The Monash Malaysia Research Grants Scheme was established in 1999 with the aim of providing seed funding for staff establishing their research activity and for general research project funding. The campus also supports staff presenting papers at international and local conferences. Staff support for conferences is a maximum of RM7000 for conferences in OECD countries, RM5000 in Asia Pacific countries and RM3000 for conferences in Malaysia, Singapore and Thailand. Conference support will be reviewed from time to time to ensure it is set at an appropriate level.

Workshops and seminars to discuss research are held within each of the schools, allowing staff and student researchers to discuss their work and to hear from invited guest speakers.

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Workshops and seminars

The RMO also offers occasional workshops and seminars. An example is the Grants Workshop facilitated in September 2005 by the PVC (Research and Research Training) to discuss research grant application protocols and ethics and gave tips on how to write good grant applications. Approximately 40 academics attended this one day workshop.

#### 6.4.4 Research collaboration and centres

The planned development of MMR (section 6.3) will help build the necessary 'critical mass' and further support inter-disciplinary and inter-institutional research at MUM.

A number of formal agreements for such collaborations are already active (Table 31 and descriptions below). The Research Office maintains central oversight of these agreements.

*Table 31: MUM collaborative agreements relating to research*

<i>Parties</i>	<i>Term</i>	<i>Purpose</i>
Malaysian Agricultural Research and Development Institute and MUM	25 July 2005 – 27 July 2010	Establish cooperation in science and technology through collaboration in research and educational matters of mutual interest.
Malaysian Biotechnology Information Centre, International Service for the Acquisition of Agri-Biotech Applications and MUM	18 June 2004 – 17 June 2007	Develop and maintain a biotechnology centre that has high credibility as a sound, factual resource among thought leaders, government officials, the media and the public; provide information on applications of biotechnology for sustainable agriculture.
The Institute of Islamic Understanding Malaysia and MUM	27 June 2003 – 26 June 2008	Joint research projects; joint intellectual discourse through conferences, seminars, workshops and meetings; an exchange of scholars programme and exchange of information and library materials.
Kuala Lumpur Society for Transparency and Integrity and MUM	7 April 2003 – 7 Sept 2004	Research project - examine why governments of selected ASEAN countries privatise; compare and contrast how this occurs; develop an empirical model to assess the importance of factors and evaluate the extent of corruption in the privatisation of SOEs and the resulting cost to economy.
Parties	Term	Purpose
Worldwide Fund For Nature Malaysia and MUM	4 Dec 2001 – 3 Dec 2006	Enable and enhance student research opportunities through the research expertise available at WWFM and MUM; further collaborative research efforts between the staff and other researchers leading to practical and applicable research findings; facilitate contact between students at MUM and staff of WWFM as part of environmental education initiatives; publicise initiatives through workshops, seminars and conferences and other development and exchange programmes and further enhance public relations activities for both entities through promotional literature, media articles, websites and other vehicles.

<i>Parties</i>	<i>Term</i>	<i>Purpose</i>
Universiti Putra Malaysia and MUM	19 Sept 2001 – 18 Sept 2006	Faculty/staff development and exchange; student exchange; joint seminars, research, conferences and exchange of academic data and publications.
Universiti Utara Malaysia and MUM	2 April 1999 – 31 Dec 2003	Exchange of teaching and research staff, administrative and other professional personnel and students; collaborative research projects; collaboration for symposia and other academics meetings; exchange of academic data and information; special projects of mutual interest and benefit.

The Memorandum of Understanding with the Institute of Islamic Understanding Malaysia (IKIM) encourages and promotes cooperation in activities such as joint research projects; joint intellectual discourses through conferences, seminars, workshops and meetings; exchange of scholars programme and exchange of information, research and library materials for furthering Islamic understanding. In 2004, the 2<sup>nd</sup> International Conference on Islamic Banking was jointly hosted with IKIM. This was an academically and financially rewarding venture and the surplus generated will be used to further support research in the area, including scholarships for the PhD course. The 3<sup>rd</sup> International Conference on Islamic Banking was held in November 2005.

The agreement with Universiti Putra Malaysia provides mutual access to research infrastructure and library resources and for the co-supervision of research students. The agreement with the Malaysian Agricultural Research and Development Institute (MARDI) involves the exchange of MARDI research and Monash academic staff; student field visits and attachments with MARDI; Institute staff studying for postgraduate qualifications at the campus; development of collaborative research projects and the hosting of joint seminars and conferences. The parties will develop seminars and exchange visit programs to promote research for the benefit of the educational, social and economic wellbeing of students, staff and the regional community generally.

MUM has also been developing links with government bodies and industry, such as the National Information Technology Council; Multimedia Commission and the National Economic Action Council. Staff also have strong links with professional and learned societies such as the Institute of Engineers, Malaysia; the Institute of Banks Malaysia and CPA Australia.

The School of Information Technology is currently developing a research proposal in collaboration with *Elid Sdn Bhd*, an engineering company, to create an adaptable license plate recognition system. This research will be undertaken as part of the project work to be carried out by a student who is currently pursuing his Master of IT (Minor Thesis) degree. The objective of the research is to develop a robust car plate recognition system which recognises car plate registration numbers for moving cars under various weather conditions.

Various industry collaborations have resulted in the provision of competitive and non-competitive industry funding for applied or topical research. Good examples of this are links with such companies as Petronas Research & Scientific Sdn. Bhd., Toyota Group Malaysia, Favello Favco Cranes (M) Sdn Bhd, The Kuala Lumpur Society for Transparency and Integrity, and others.

Staff within the School of Business and Economics have been involved in forums/presentations and collaborative research with the following bodies.

- Bank Pertanian Malaysia
- Consumer International
- International Business Machines (IBM) Malaysia Sdn. Bhd.
- Institute of Banks Malaysia (IBBM)
- Institut Kajian Malaysia and Antrabangsa (IKMAS),
- Universiti Kebangsaan Malaysia (National University of Malaysia)
- Islamic Institute of Bankers
- Kuala Lumpur Stock Exchange (KLSE)
- Malaysian Institute of Corporate Governance (MICG)
- Malaysian Multimedia and Communications Commission
- Multimedia Development Corporation (MDC)
- MYOB Asian Sdn. Bhd.
- National Economic Action Council
- National Information Technology Council
- Securities Commission Malaysia
- StreamWiz Sdn. Bhd.
- Telekom Malaysia Berhad
- Telshine Network Systems Sdn. Bhd.
- The Institute of Strategic and International Studies (ISIS)
- The National Productivity Center

In 2006, Dr Stacey Yong Foong Yee, a lecturer in Monash University Malaysia's School of Arts and Sciences, was awarded a UNESCO (International Union of Microbiological Societies) Society for General Microbiology Fellowship. Six fellowships are offered annually, with only four awarded to young microbiologists outside the UK.

The fellowships provide young microbiologists from developing countries with an opportunity to pursue research at laboratories internationally. Dr Yong will be based at Monash's Clayton campus for two months to continue her research into improving water quality. She has been trying to develop and assess a viral indicator to determine whether water sources are contaminated by human or animal faeces. While in Melbourne, Dr Yong will also work on a novel gene identified in *Legionella*, the bacterium that causes Legionnaire's disease, with the aim of developing a better vaccine.

Dr Yeoh Seng Guan, the Course Coordinator of the Communication Programme of the School of Arts and Science of Monash University Malaysia, has been awarded an Asian Public Intellectual (API) Senior Fellowship for 2005–2006.

Dr Yeoh is one of three Senior Fellows and three Junior Fellows representing Malaysia to be competitively chosen by an International Selection Committee for the Fellowship. The API Fellowships are open to academics, researchers, media professionals, artists, creative writers, non-governmental organisation activists, social workers and civil servants, and are funded by the Nippon Foundation, an independent, non-profit, grant making organisation based in Japan. The Foundation supports a range of programmes aimed at meeting basic human needs, strengthening human resources development, and promoting international cooperation.

Dr Yeoh's research project will be conducted entirely in the Philippines during his Outside Studies Program (OSP) in early 2006. While undertaking his research project, "Being a Street Vendor: A Critical Ethnographic Study of Sidewalk Capitalism in Baguio City, the Philippines", he will be affiliated with Ateneo de Manila University. Previous Malaysian recipients have included economist Professor K.S Jomo, Independent Film Maker Amir Muhammad, artist Nadia Bhamaj and Orang Asli activist Dr Collins Nicholas.

#### *Web-WISE Project (Web Internet Site Evaluation)*

This project is led by Professor Christine Mingins (Head, Clayton School of IT) in collaboration with Professor Lee Poh Aun (Head, School of IT, MUM), Dr Jacques Steyn (Head, School of IT, Monash South Africa) and Dr. Chen Jian (Netec Pty Ltd, Xi'an China). It arises from a previous study led by Professor Mingins which investigated the eBusiness capabilities of a range of companies throughout China, benchmarking them against a reference set of international companies. The results validated the research methodology used in the study, and produced valuable insights on how companies in particular regions and sectors can improve their eBusiness capability.

The Chinese National Government is very interested in providing funding to support the establishment of a National eBusiness Capability Evaluation Centre (1.2 million yuan initially). The vision of Web-WISE is to establish an independent eBusiness capability evaluation unit that will undertake funded studies of industry sectors, research, build and validate eBusiness models for industry sectors and advice individual companies on how to improve their performance.

The project has the potential to engage researchers and postgraduate students on Monash campuses in Australia, Malaysia and South Africa on a joint project with a well defined methodology and outcomes; to produce useful, high profile results that will stimulate engagement with industry, attract sponsorship and local government funding and to raise the profile of Monash University in the region, consistent with its vision as a multi-campus, multi-national and research-active global university. The project also supports the aims of the Monash Mobility Framework, by providing opportunities for student and staff mobility within the Monash network.

MUM's Professor Bala Shanmugam was appointed as a director of RHB Bank in 2005, the third-largest bank in Malaysia.



Professor Shanmugam is the first academic from the university to hold an advisory role in the Malaysian banking sector.

His appointment follows his outstanding efforts in getting the Malaysian banking sector to support the university's international conference on Islamic banking in 2004. The conference was well received by academic and banking communities worldwide.

Professor Shanmugam will be advancing his research into Islamic banking following the award of a \$AUD30,000 grant from the Monash Institute for the Study of Global Movements. The grant will support a study into standardising the Islamic banking system in ASEAN countries.

## 6.5 Monitoring

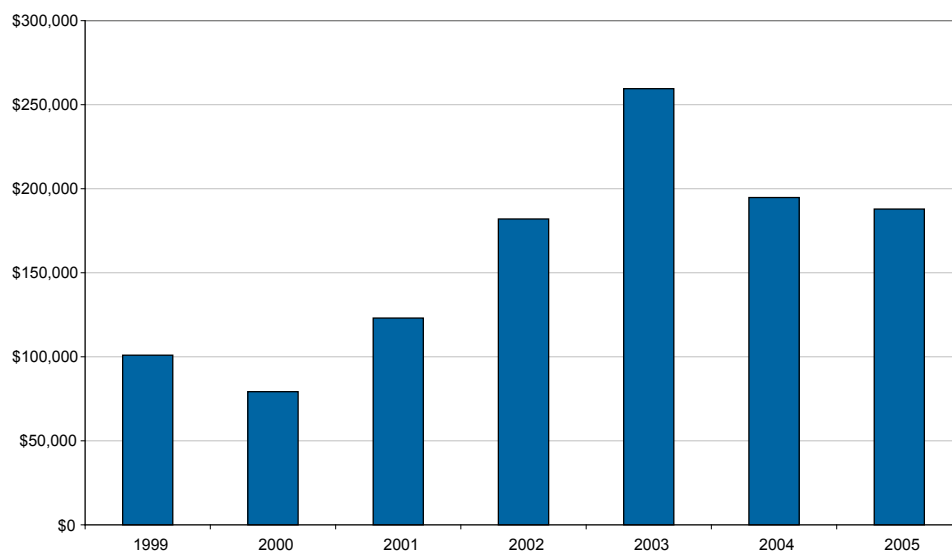
For the period July 2004 to September 2005, 72% of full time or fractional staff at MUM were in the MUM Research Active Category A, B or C, which is just above the target level set by the PVC (MUM) of 70%.

Research publications and grant income are showing strong improvement trends.

*Table 32: MUM research publications, 2001–2004*

	2001	2002	2003	2004
Refereed journal papers	19	39	43	48
Refereed conference papers	19	83	135	96
Books	3	1	3	8
Book chapters	5	1	1	13

Figure 21: Total MUM research funding (including internal grants) (\$A), 1999–2005



Research collaborations, formal and informal, are also growing as outlined in section 6.4.

## 6.6 Reviewing

The 2004 Research and Research Management Review led by the DVC (Research) involved open staff forums at every Monash campus. The review identified the need for increased support for both the Malaysian and South African campuses from the (then) Research Grants and Ethics Branch, Monash Research Graduate School and from faculties. Concerted effort has been directed at achieving this increase in support since the review.

The campus self-review also included research within its terms of reference and recommendations resulting from this are being acted upon.

## 6.7 Improving

### 6.7.1 Examples of improvement achieved

Over the past three years, MUM has made senior appointments in schools. These appointments have resulted in building campus research strengths in areas such as Islamic Banking and Finance, Biotechnology and some niche fields in Engineering. In conjunction with staff recruitment, Monash has supported existing staff in the establishment of their research through support of higher study and otherwise.

There is growing government, industry and public recognition of the campus as a leader in some of these areas and this has resulted in limited but increasing industry and government financial support. Access to competitive government research grants (IRPA) has become available to staff at MUM only recently but this is a very encouraging development.

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Research outputs, while still modest, have been growing rapidly and improved trends are evident on all indicators.

Publicity with regard to Monash's research and development activities in the region have increased through a research website and a significant media campaign.

### 6.7.2 Improvement priorities

Retaining current research active staff and recruiting high quality research active staff from the region have been challenging issues for MUM and efforts at building the research profile of staff continue. The campus has now taken steps to capture certain research based KPIs, so that research development can be monitored more effectively. Individual staff research activity is now formally and objectively incorporated into staff performance management. Work is underway to develop guidelines linking academic incentives such as conference leave to research related performance outcomes.

As identified in the campus self-review, provision of assistance to Schools to establish IT based research tools such as research databases and cluster computing facilities is required. The recent connection of the campus to the Malaysian Research and Education Network (MYREN) is a significant advance in this regard.

Monash is in a unique situation with its international campuses to capitalise on the opportunities for research collaboration and international funding but it is recognised that this will require a focused strategy. A proposal is in development for a structured process, combining input from senior research management staff from across the University, to develop a well-considered research strategy for the campus and this is intended to take place throughout 2006.

# 7 Engagement

## 7.1 Introduction

MUM is engaged with various community groups especially government, professions and industry, and alumni, in a variety of ways. Engagement may involve the entire campus through formal agreements or the activities of individual staff, schools and support service areas. Like many higher education enterprises, the campus is still at the stage of developing engagement activities and will need to develop a formal plan to align with the University level Engagement Plan which is in preparation.

## 7.2 Values

Monash will affirm its place as a university 'in the world' by ensuring that the Malaysian campus plays a leading role in engagement with communities in Malaysia and the region, including contributing actively to the transformational processes of the region through the application of first-rate and relevant teaching and research to the regional context. MUM will apply the cross-cultural benefits of its education and research across the broad 'spheres of influence' and cultures with which its unique location intersects and will also contribute to capacity building in the Malaysian higher education system by engaging actively with local colleagues in other institutions. Links and collaborations formed through external engagement with government, business and communities will be used to assist in focusing research efforts and establishing a widely based platform to support research funding applications and increase research funds.

## 7.3 Planning

The campus has yet to develop a formal plan for engagement activities but has identified government; professional bodies; industry and commercial entities and alumni as particular priorities. Once the university-level Engagement Plan is complete, consideration will be given to developing a more formal plan for engagement at MUM.

MUM is considering establishing a PVC's Award for Community Activity (precise title to be confirmed) for staff, and another for students, to recognise outstanding community involvement. This is likely to consist of a small personal award and a contribution to a local charity of the winner's choice.

## 7.4 Acting

MUM's interactions with the community are increasing becoming better planned and coordinated with three new departments having been established to assist in engagement. The Professional Development Centre has the brief to organise conferences, seminars, workshops or other non-award programs, in collaboration with the Schools, with the intention of helping to position MUM externally as a high quality, high status institution engaged actively in education with the wider community. The External Relations Department is involved in liaison with Government departments, educational sponsors, and to a lesser

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extent with industry. The International Relations Department is involved in developing relationships and agreements with international institutions, including articulation agreements, and broader collaborative agreements in education, research, student and staff exchange, and others. Some of these agreements will be broadened to university-wide agreements, whereas others will remain campus-based.

The campus Public Affairs and Alumni Relations Office maintains a calendar of events, which includes public seminars and workshops as well as events such as the annual careers fair (section 7.4.5).

Student Services has a Careers Advice and Employment office, which will enlarge and expand its outreach activities.

The Alumni Relations Office supports the Monash Alumni Group which is increasing its activities with graduates of MUM as well as Malaysian-based alumni of all Monash campuses.

### 7.4.1 Government

The campus maintains close and fruitful relationships with key ministries within the Malaysian Government; particularly the Ministry of Higher Education and the Australian High Commission in Malaysia. The campus is also working closely with the Ministry of Health with regard to development of the medical program.

A small number of staff serve on various advisory panels and strategic think-tanks for government and quasi-government agencies, such as serving as education curriculum evaluators for LAN.

The PVC (MUM) is an active participant in an informal group of the PVCs of the four Foreign Branch Campus Universities operating in Malaysia (Monash, Swinburne University of Technology, Curtin University of Technology and the University of Nottingham). The group provides a forum for mutual assistance, and from initial tentative interaction, it has developed a considerable level of trust. The group has acted as a powerful lobby group with Government. It is intended to extend this group to include the PVC's deputies in order to provide an element of succession planning.

MUM is a member of the Malaysian Association of Private Colleges and Universities, which has 43 registered members comprising private colleges and institutes from all over the country. The Association's aim is to promote Malaysia as a regional centre for excellence in education. Mr Phang Koon Tuck, MUM's Executive Director holds the position of Treasurer on the Association's governing council.

### 7.4.2 Professions and industry

Staff have ongoing engagement with local professional societies such as the Malaysia chapter of CPA Australia, Institute of Engineers Malaysia and Institute of Banks Malaysia. This enables the campus to contribute to the review and development of standards of professional practice and to enhance its visibility in the professional activities in the country.

The campus has been working hard to extend and deepen its relationships with industry. Industry Course Advisory Committees operate in some schools to

ensure that courses are relevant and appropriate to local industry requirements. These are discussed in greater detail in Chapter 4.

Partnerships with commercial organisations have led to the provision of proprietary software, equipment, facilities, product and research expertise at favourable rates which greatly supports the campus's teaching and learning activities. Links with industry partners have also led to sponsorship for conferences, seminars and workshops on 'hot' topics in business, engineering and science, advanced products and technologies. Examples include the School of Business receiving approximately RM900,000 in total for organising the Islamic Banking and Finance Conference at the Monash centre in Prato, Italy (2003) and in KL, Malaysia (2004 and 2005). Similarly, IBM and Microsoft Malaysia have sponsored a number of IT related seminars on campus and have sponsored academics for attending key regional product and technology conferences and workshops. The School of Engineering has developed very effective relationships with major electronic manufacturers, leading to student placements, internships, targeted research opportunities, and proposed HDR training for their staff to be undertaken with Monash.

The campus supports and encourages academic staff to undertake industry consultancies, under the provisions of the Paid Outside Work Policy and a number of academic staff members have successfully secured short and long term consulting work for industry.

Small-to-medium enterprises (SMEs) constitute approximately 90% of the manufacturing establishments in Malaysia. Typically, SMEs tend not to invest in research and development and are oriented towards the domestic market. As of 2003, only 10% of SMEs used enterprise resource planning software and just 10% used customer relationship software. SMEs in Malaysia are facing a number of product and service challenges due to the rapidly changing and intensely competitive market environment. In line of the government's efforts to help the SME community realise the benefits of ICT solutions, the School of Information Technology hosted a series of workshops in 2005.

- 16 July 2005: Can ICT Outsourcing help SME Manufacturers to Succeed in System Implementation? Speaker: Dr Lim Tong Ming BSc MCS Mississippi State PhD (UM)
- 27 August 2005: Reviving the Distribution Industry through ICT Systems to Ensure Success. Speaker: Dr Lim Tong Ming BSc MCS Mississippi State PhD (UM)
- 22 October 2005: Increasing the Use of ICT in SMEs with Free and Open Software – Increase Productivity and Reduce Cost. Speaker: Loke Kar Seng B.Eng (Singapore), M.EngSci (Melbourne)
- 10 December 2005: Inclusive and Effective Management of your Technical Organisation – Lessons Learnt and Pitfalls to Avoid. Speaker: Tham Weng Kee BSEE Hons. (UM), MBA (NUS)

The workshops not only encouraged SMEs to undertake research and product development but also assisted in establishing the School's industry linkages with the SME community and created greater project opportunities for final year students.

### 7.4.3 Alumni

Working directly with the alumni unit in Australia, the campus Public Affairs and Alumni Relations Office is actively building relationships with Monash alumni in its region. The alumni database includes the records of nearly 7000 Monash alumni residing in Malaysia.

*Table 33: Breakdown of alumni records*

Faculty	From Malaysia Campus		Residing in Malaysia	
	Total alumni	%	Total alumni	%
Art and Design	0	0.0%	21	0.3%
Arts	74	7.0%	253	3.7%
Business and Economics	469	44.4%	3183	46.0%
Education	5	0.5%	77	1.1%
Engineering	67	6.3%	1072	15.5%
Information Technology	110	10.4%	1070	15.5%
Law	0	0.0%	288	4.2%
Medicine, Nursing and Health Sciences	179	16.9%	271	3.9%
Science	153	14.5%	644	9.3%
Pharmacy	0	0.0%	40	0.6%
TOTAL	1057		6919	

#### Monash Alumni Group

[www.monash.edu.my/alumni/MAG.html](http://www.monash.edu.my/alumni/MAG.html)

#### Monash Alumni Group events

[www.monash.edu.my/alumni/previous\\_events.html](http://www.monash.edu.my/alumni/previous_events.html)

The Monash Alumni Group (MAG) was formed in July 2004. As its membership numbers grow, the Group is becoming increasingly more vibrant and involves alumni from a number of Monash campuses. MAG organises a wide range of events to gain the involvement and participation of alumni. Activities have included networking evenings, brunches, barbecues and a Go Kart Challenge.

Other significant activities at MUM in relation to alumni have included an official dinner to celebrate The Next Chapter of Monash University Malaysia, with the Australian High Commissioner as distinguished guest (November 2004, involving 220 guests) and the Medical Partnerships Dinner (September 2005; involving 30 guests).

The campus organises an annual Careers Fair to enable students to get direct access to industry and commercial organisations. These events are well received by both students and participating industry partners. MUM also provides opportunities for companies to recruit graduating students through on-campus career presentations and recruitment exercises at times other than the Fair. Companies involved in these events include multi-nationals such as Intel, Shell, PricewaterhouseCoopers, HSBC Bank and Accenture. The campus is working closely with PROMUDA (The Young Professionals Chamber of Malaysia), an organisation heavily supported by the government to link Monash students and graduates to industry.

### 7.4.4 Engaging with the wider community

As an international organisation, Monash uses discretion when commenting on Malaysian public affairs through the mass-media and is mindful of sensitivities

surrounding some religious, political and racial topics. Nonetheless Monash contributes actively to public discussion and debate in a wide range of areas and a number of staff are regular contributors to newspapers, magazines and online forums.

The School of Information Technology, through the Media and Communications Department, has received an invitation from the News Straits Times to contribute weekly articles on IT-related issues and developments for November 2005 to January 2006. Topics include the following.

- When Beauty is Uncertain – Going from Fuzzy to Quantum Computing
- How Would You Look At the Age of 100? – Modeling and Animation for Reality
- Solving Sudoku with Computer Science
- Computer Science Mimics Nature to Solve Problems
- Congkak and Deep Blue
- Kolam and its Fascinating Patterns
- The Rise of eHealth
- A Walkthrough of Computer Forensics
- Banking over the Web: Ease or Pain?
- Business-to-Consumer E-Commerce (Jurisdiction in Business-to-Consumer E-Commerce Redressed)
- Streamlining your Business Processes Prior to Investing on ICT
- How to Increase Productivity and Provide Better Services Through ICT Deployment
- Working with Universities as an Option for SME Companies in the ICT Systems Investment
- Using Outsourcing as an Alternative Option to Invest in ICT for SME Companies
- Using Open Source Solutions as one of your Options in ICT Systems Selection

Staff and students are also involved in community and charitable work in an effort to contribute positively to the development of the country and region. The campus was one of 11 private higher education institutions to donate funds to the Malaysian Government's Tsunami Disaster Relief Fund in early 2005. Individual staff assisted, including travelling personally to Indonesia to deliver relief.

Consistent with the *Excellence and Diversity Strategic Framework 2004–2008*, the campus strives to contribute positively to areas related to social justice, human rights and a sustainable environment. Examples include the 2004 'Saving the Turtles Campaign' organised in conjunction with the World Wide Fund Malaysia and in 2004 and 2005 the 'Coastal Cleanup Day' in conjunction with International Coastal Clean-up.

### *Coastal Clean Up*

Coordinated by the Ocean Conservancy, International Coastal Cleanup Day involves volunteers from every continent descending on beaches, lakes and streams to pick up trash and debris as part of an international effort to keep the world's oceans and waterways clean. More than 100 countries have participated in the event since its inception in 1986. Volunteers record data of the debris collected in an effort to address the link between human activities and debris.

Coastal Cleanup Day saw more than 50 students and staff of MUM join forces to clear debris from the Teluk Kemang beach in Port Dickson. During the day the volunteers managed to remove 6000 pieces of trash weighing over 160kg. Three students, Nel Ng, Khing Su Li and Chin Mei Ying initiated the project to create awareness among the Monash campus community of the importance of keeping the environment clean.

Malaysian Biotechnology  
Information Centre  
[www.bic.org.my/](http://www.bic.org.my/)

The campus supports the Biotechnology Resource Centre jointly with the International Service for the Acquisition of Agribiotech Applications and the Malaysian Biotechnology Information Centre (MABIC). The aim of the Centre is to develop and disseminate accurate and current information on biotechnology-related issues to the general public. MABIC's mission is to provide scientifically accurate and fact-based resources to various stakeholders, such as policy makers, researchers, academicians, industry, media, students and the general public. MABIC's activities are geared towards supporting the Government's efforts in developing biotechnology as a tool for national development through various outreach programmes and publications. Media workshops to increase journalists and broadcasters understanding of issues related to biotechnology are held and MUM collaborated in the running these workshops in 2003 and 2004. An 'Introduction to biotech for students' workshop was organised by MUM in 2004 for the Monash Club (see below). Careers presentations are also held to create awareness among students and parents of career opportunities in the field of biotechnology. MABIC participates in Monash Open Day as a speaker or acts as a focal point to bring in external speakers.

Students are also engaged in a range of community-related activities within and outside the curriculum, contributing actively to public education on topical issues, environmental projects and charitable works. For example, student groups have supported the development of websites for a number of non-profit organisations (including a number of orphanages and shelter homes) and provided free IT training to disadvantaged children. Events such as 'Rape Awareness Week' and 'Environmental and Health Week' as well as other community-based fund-raising projects such as 'Run a Mile, Save a Life Charity Run' have also been organised in recent years by the Student Association.

In 2005, students (with the help of some staff) completed, on their own initiative, an analysis of the environmental impact of the campus and how it might be improved. EXCO supported this initiative by the allocation of a small grant, which in the event was not needed. The report is recently to hand, and has been received by EXCO. Recommendations will be considered individually and implemented as appropriate.

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Some schools have developed professional development programs using local staff and some staff from other Monash campuses. In mid 2005, MUM established a Professional Development Centre with the primary role of developing and delivering non-award courses which may be offered on or off-campus. Programs offered will support the major interests of Monash in the Malaysian market, in particular focusing in the areas of Business, Engineering, Science, Arts, ICT, Medicine, etc. Markets of particular interest include alumni, potential postgraduate students, government employees, major industries and international groups. A secondary role of the Centre is to facilitate the delivery of specific award programs, where the expertise, resources or facilities of the Centre would assist Schools to be more efficient or more effective.

Through the second half of 2005 the Centre has focused on policy development, in accordance with the overall University framework. In 2006, there are major workshops and seminars planned as well as two regional conferences that will constitute the major part of the Centre's corporate outreach programme. The Director of the Professional Development Centre represents the University in many interactions with the community and works to enhance community awareness and understanding of Monash in Malaysia.

#### 7.4.5 School liaison activities

Relationships have been developed with a large number of secondary schools and a small number of post secondary schools to encourage students to consider further higher education.

MUM's Marketing and Public Affairs Department participated in a total of 21 school exhibitions and 43 school visits from April 2005 to June 2005. MUM's academic schools are also active in developing relationships with local schools. For example, the School of IT in collaboration with a student group regularly organises free on-campus workshops for senior secondary students to give them an experience of university and the opportunity to interact with Monash staff and students.

In mid 2005, the campus organised a science game modelled on the popular CSI television series for local secondary school students to increase their problem solving and team work skills and science knowledge. It also created awareness of biotechnology and medical bioscience courses and showcased the state-of the art facilities available in MUM's Science Laboratories.

The School of Arts has established a Film Competition to provide a platform for budding amateurs to translate their creativity into visual representation. This provides opportunities for the School to indirectly promote Arts courses to secondary school students.

The Monash Club allows the University to build its relationships with upper secondary and pre-university students. Through the Club Magazine, members receive information about possible study options and career paths upon graduation, and invitations to Club events held on-campus and during school holidays.

## 7.5 Monitoring

Public Affairs and the Alumni Relations Office is establishing methods for evaluating formally the effectiveness of its activities. Information is recorded on the number of events initiated by the Office and by faculties and schools; feedback from organising committees; feedback on merchandise items available; and the number of inquiries on purchase of merchandise. Other departments will also move toward formalising their monitoring and reporting systems. This again will be assisted by the development of a local engagement plan following the creation in 2006 of the university-level plan.

## 7.6 Reviewing

The campus self-review (2004) included within its scope engagement activities and it was recognised that MUM must continue to actively engage with its local and wider communities in all aspects, be seen as a strong advocate on issues of importance and of relevance to the country/region, be recognised as rigorously contributing to the development of the country/region, collaborate with universities of good standing in the region and to be associated with key industry and commercial organisations in order to be a reputable and well respected university in the country and the region. Progress on each of these aspects has been achieved, as noted in section 7.7.1.

## 7.7 Improving

### 7.7.1 Examples of improvement achieved

The campus has increased its community engagement in a number of dimensions, with collaboration with at least two other educational and research institutions, development of links with government departments and officials, some early links with public universities and strong linkages with other foreign branch campus universities.

There has been considerable activity in developing mutually beneficial education and research relationships with industry in all Schools.

An important advance is the development of a Professional Development Centre, which will be responsible for the non-award offerings of the campus. It has a role to position the campus appropriately as a high quality provider of high end products.

### 7.7.2 Improvement priorities

The campus aims to play a leading role in engagement with communities in Malaysia and the region, and to contribute actively to the transformational processes of the region, by ensuring active engagement through its education and research activities. Monash staff have a wealth of talent and opportunity in Malaysia and will continue to pursue engagement and community relationship building with vigour. As a regional exemplar of a world-ranked research-intensive University, the Malaysian campus receives all the intellectual and resource advantages of its position for advancing engagement for the benefit of Malaysia and the region.

Once the university-level Engagement Plan is complete, consideration will be given to developing a more formal plan for engagement at MUM. As the newly formed departments become established there will be a need to develop systems for routinely capturing and reporting on measures of effectiveness.



# 8 International focus

## 8.1 Introduction

Since establishment, Monash has taken pride in being a highly international University. In part this is evidenced by the numbers of students from around the world being attracted to study at a Monash campus. In 2005, 23% of MUM's student population comprised international students drawn from over 40 countries. This diverse student population contributes to the richly varied and strongly multicultural nature of the campus. These figures compare favourably with the number of on-campus international students at Monash in Australia and demonstrates the significant contribution MUM is playing to Monash's aspiration to be a truly international university. Approximately one quarter of the academic staff is also from outside Malaysia.

MUM's international activities are being demonstrated through its education and research activities with some examples having already been provided in Chapters 4 and 6.

## 8.2 Values

Monash's Statement of Purpose includes 'international focus' among its ten values.

As noted in *Monash University Malaysia Directions 2015* the campus makes distinct contributions to scholarship that include the insights to be gained from the intersection of general and discipline specific academic cultures, Islamic and other faith cultures, Eastern and Western cultures. The campus is genuinely international and multicultural, with a distinctive mix of cultures and languages, and tolerance and respect for difference will continue to be a hallmark of the campus environment.

By 2015, MUM will play a distinctive leading role in Monash's endeavours in the region, via its role in the South East Asia Regional Steering Group. It will be a portal to greater Monash for local and international visitors and scholars, and will be distinctive in the Malaysian higher education sector as an international campus of a foreign university that is becoming truly embedded locally.

## 8.3 Planning

The *Global Development Framework 2002–2006* provides the rationale, framework and guiding principles for Monash's international activities and this has been folded into *Monash Directions 2025*. As noted in Volume 1, a new International Plan is currently being developed under the leadership of the Deputy Vice-Chancellor (International). MUM staff will have opportunities for input to the plan and, once finalised, a campus-level response will be formulated.

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The University has established six Regional Steering Groups (Volume 1, Chapter 8. section 8.4.1) to oversee its activities in regions of interest. The Southeast Asia Steering Group, chaired by the PVC (MUM), provides advice to the VCG (International) on all matters to do with strategy and policy concerning the University's engagement within Southeast Asia. Monash has determined that it will give initial priority within the region to Malaysia, Singapore and Indonesia, with MUM as the sole major Monash presence in the region. The Monash Southeast Asia Strategy 2005–2010 is close to finalisation.

## 8.4 Acting

### 8.4.1 Management and oversight

The PVC (MUM) is responsible for oversight of international activities. Priority areas for building MUM's international profile are the development of staff and student exchange, increased recruitment of international students and embedding international dimensions within education and research activities.

As noted in Chapter 6, MUM has signed a number of memoranda of understanding with various organisations for staff development and exchange related to research. The budget provides for 60% of staff to attend an international conference and a local conference each year. MUM has been involved in organising a number of international conferences of strategic importance to the region. These events, such as the Islamic Banking Conference, are high-profile and have attracted significant community and industry support. A listing of some of the key international research conferences and seminars is provided in Chapter 6.

A number of other agreements exist in support of education activities, some of which have an international focus. For example in mid 2005, the campus signed a Memorandum of Understanding with the Villa Foundation, the largest charitable foundation in the Maldives. The agreement will see students from the Maldives being sponsored to study undergraduate and postgraduate courses at the campus with the agreement being activated in 2006.

The PVC (MUM) and Manager International Relations have been active in establishing relationships with Indonesian universities. Some of these arrangements are articulation agreements, allowing students to move to any campus of Monash. Others have been developed as full university to university agreements and cover undergraduate articulation as well as possibilities for staff exchange, postgraduate students, research collaboration and so on. One example is the agreement with Universitas Tarumanagara.

In 2005, VCG established an ongoing International Strategic Projects Fund to support initiatives that enhance the University's international focus. The fund represents a specialised aspect of the University's strategic initiatives approach, and seeks to support significant international activities that cannot be funded by other means. Two projects related to MUM have been funded in 2006. The first, to the value of \$54,000, will support the connection of the campus to the MYREN, the Malaysian Research and Education Network (see Chapter 6). The second will support MUM's increasing engagement with Indonesia through research and scholarships (funding of \$58,600).

## 8.4.2 Student and staff exchange

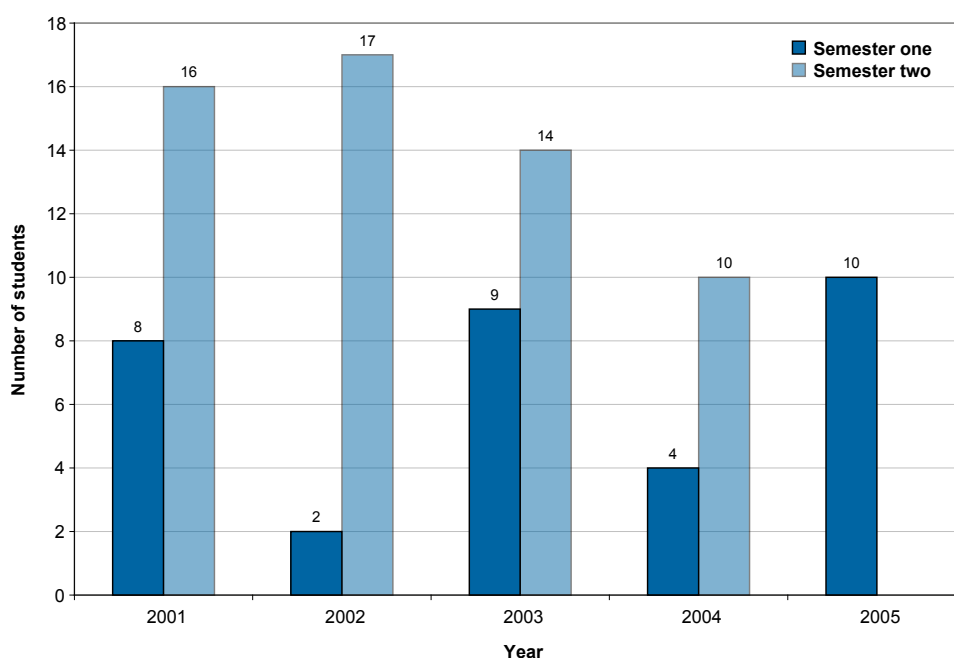
The campus clearly broadens the international opportunities available to students and staff of Monash, and strengthens Monash's identity as an international university. As noted in Volume 1, Monash Abroad provides students with the opportunity to spend one or two semesters overseas as part of their Monash degree.

Currently, student movement is primarily one-way from Malaysia to Australia, with few Monash students from other campuses taking advantage of the opportunity to spend time at MUM. The number of MUM students being accepted for Monash Abroad has been steady (see Figure 22). To date, one student in the Bachelor of Engineering, based at Clayton campus, has spent a semester at MUM (first semester, 2005).

Monash Abroad

[www.monash.edu.au/  
international/studyabroad/  
contact/](http://www.monash.edu.au/international/studyabroad/contact/)

Figure 22: Accepted exchange applications from MUM students, 2001–2005



In July 2005, the School of Arts and Sciences together with the Communication Student Alliance organised a six-day study tour to Bangkok for 19 communications students. The aim of the tour was to give students exposure to the social, cultural and political issues of a neighbouring ASEAN country and to give them the opportunity to apply their newly learned journalism skills in a novel environment.

Genuine staff exchange has been somewhat limited to date. Some secondments have provided good opportunities for Australian-based staff, but generally secondments are not sought or accepted when offered. It is anticipated that the Monash Mobility Framework, a University wide priority for 2006, will encourage and facilitate more student and staff exchange activity (Volume 1, Chapter 8, section 8.4.4).

Malaysian academic staff are well supported to visit Australian campuses for professional development. MUM's budget provision for this activity allows half of the academic and senior administrative staff to visit another Monash campus each year. Academic staff typically use these visits to discuss curricular issues of various sorts, including assessment and for meetings with research

collaborators, potential or actual. Since they tend to travel outside the teaching period so as to disrupt teaching to the least extent, they do not tend to watch or participate in teaching while in Australia. Consideration is being given to ways of facilitating this activity.

### 8.4.3 Recruitment and support of international students

The campus works closely with Monash Marketing and Recruitment, the International Division, and the Monash Access Pathway programs in international student recruitment and in mutual sharing of market intelligence. With the assistance of the International Division, MUM has extended its reach abroad through the network of Monash recruitment agents. Other recent initiatives include customer relationship management and website marketing for Malaysia campus.

Four countries were targeted for recruitment activities by Marketing and Public Affairs from April to June 2005 namely, Indonesia, Sri Lanka, Maldives and Pakistan. MUM organised presentations and interview sessions for prospective students in Indonesia, Sri Lanka and Pakistan. In addition, Monash participated in three international trade fairs in Indonesia and the Maldives. A total of seven schools visits were carried out, in Indonesia and Sri Lanka.

New international markets such as Bangladesh and Pakistan are being explored and work is underway to widen MUM's presence and profile in selected international markets. Strategies include extension of the agent network to cover non-Australian focused agents and those in smaller market urban centres; more aggressive recruitment activities including increasing frequency of visits and promotions; better promotion of student support systems including bursaries; strategic ties with feeder institutions; review/provision of alternative entry pathways e.g. forecast results and conditional offers.

#### 8.4.3.1 *International Students Unit*

The International Students Unit provides support to new and existing international students, including:

- assistance with immigration matters (new applications, renewals, transfers to other institutions, withdrawals, intermissions etc);
- advice on administrative matters and provision of official documents to support students' dealings with government departments, banks etc;
- assistance with accommodation matters;
- assistance with personal accident/hospitalisation insurance and supporting students in the event of hospitalisation;
- physical and financial support in activities and events, for example, 'Multicultural festival', outings, and others;
- advising the international students' committee in event planning.

In May 2005, the campus hosted a Monash Cultural Night to present the dance, song and drama of the different cultures of MUM students. Approximately 500 guests attended the event, with the ambassadors from Sri Lanka and Bangladesh as special invited guests. Proceeds were donated to the Malaysian National Council for the Blind. This event was organised and run by the students themselves, with assistance and advice from staff.

At the start of the 2006 academic year, MUM's Student Services department and Monash University International Student Society (MUISS) organised a Cultural Adaptation program for new international students to acclimatise them to their new environment. Students were briefed on issues such as culture shock, loneliness, depression and anxiety commonly experienced by students in a foreign land. The program also incorporated fun-filled activities requiring students to work in teams. The program is supplemented by an MUISS handbook ('The Steer') that serves as a guide and reference for new students

Student Services has a special program developed for sponsored students, but now available free of charge to any group which would benefit, mainly sponsored Bumiputra and international students. The program includes additional English language support, networking sessions to help students mix and adapt, advice to students who may be transferring to Australia, attendance at a range of cultural activities (subsidised), discussion or debating sessions, and so on. Attendance is low at present and increased effort will be directed at persuading students to take advantage of the services on offer.

Monash University English Language Centre's presence at MUM with the English Language Bridging Program will provide a pathway and additional support for international students (Chapter 4, section 4.4.6). Early discussions are underway on the best means of providing support to staff requiring English language assistance.

## 8.5 Monitoring

Student enrolment targets, including the number of international student enrolments, are reported on in the monthly Marketing Report as well as in the yearly overall review of marketing approaches. The MUM Marketing Department engages the advice of colleagues throughout the University on best practice strategies.

The number of students and staff moving to and from the campus on exchange are monitored and reported (section 8.4.2).

In terms of the international student experience, the results of MEQ05 are currently being analysed to assess international and domestic student satisfaction, by campus. This report will be available at the time of the audit.

## 8.6 Reviewing

The International Self-Review (ISR) led by the Senior DVC in 2005 involved input from students and staff on all campuses. The review produced 30 recommendations and a strategy for their implementation, which is now being monitored by VCG (Quality).

In addressing education, research and community service activities, the campus self-review addressed relevant international dimensions. A number of these have already been addressed.

Monash University English  
Language Centre

[www.monash.edu/englishcentre/](http://www.monash.edu/englishcentre/)

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## 8.7 Improving

### 8.7.1 Examples of improvement achieved

International student numbers are steadily increasing and in 2005 comprised 23% of the total student population at MUM (20% in 2004). Increased growth in the number of international students at MUM is in accord with both University strategic directions and with the Malaysian government's intentions for the education sector. A challenge associated with this strategy is the additional support required to ensure students have English language proficiency and the establishment of Monash University English Language Centre at MUM directly responds to one of the recommendations of the campus self-review.

MUM has been working to loosen the restrictions on international students ability to work while on a student visa. Some success has been achieved but work is ongoing to improve access to work, visa issues etc, to make the regulations for international students more student friendly. The Government is looking to establish Malaysia as an education hub and is supportive of MUM's direction of attracting international students.

### 8.7.2 Improvement priorities

As the number of on-campus international students continues to grow there is a need to ensure that the appropriate services and supports to facilitate and enhance international students' study experience continue to be provided.

Consideration is being given to the establishment of a non-award Monash Malaysia English language program that would significantly enhance the present arrangements. The campus will also continue and strengthen existing English language diagnostic and support facilities to address both local and international student needs.

MUM provides a more affordable option for a world-recognised degree in a country with easier immigration requirements than Australia. However, Malaysian immigration laws do not permit international students to gain employment to help subsidise their cost of studies and the campus is discussing this matter with government officials.

# 9 Support services and infrastructure

## 9.1 Introduction

MUM's success has meant that it has outgrown its present campus location and is moving to a new, purpose built campus in 2007. This will extend the services and facilities available to all students and staff and increase the campus's capacity to deliver a transformative experience.

## 9.2 Values

By 2015, MUM will accommodate student diversity through excellent facilities and services that support the quality of life on or proximal to the campus. These facilities and services will include residential facilities, sporting and social activities and the provision of leadership training. MUM will become a model to illustrate the advantages to students and staff of working and studying in a truly global university.

## 9.3 Planning

In 2007, the campus will have its own purpose-built campus in Bandar Sunway. Stage 1 of the construction will cater for up to 4000 students with a gross build-up of 53,700 sq metres. Future expansion will add a further 78,000 sq metres and will be able to accommodate up to 10,000 students. Construction began in 2005. The new campus will cater for all the existing schools and the new School of Medicine.

Planning for other support services occurs within each support department. A variety of approaches is used but all work toward enacting the campus vision.

In preparation for the 2006 academic year and during construction of the new campus, MUM has seconded an experienced project manager from ITS to act as IT consultant, project manager and Director of IT services at MUM. Under this arrangement the staff member's time will be allocated between MUM and Australia to bring IT infrastructure standards, procedures and operating methodologies in line with those used in Australia.

Planning for IT strategic projects and operational improvements for 2006 was undertaken through a number of written submissions and interviews with Heads of Schools and senior Administrative managers to ensure that approved and budgeted IT projects were in line with business objectives. The campus-wide IT budget was reviewed and approved by EXCO. Consideration is also being given to the development of a Monash University Malaysia IT Strategic Plan to meet the needs of the campus.

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Directions 2015

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New campus drawings

## 9.4 Acting

### 9.4.1 Library services

MUM is served by Sunway University College's Tun Hussein Onn Library (THOL) which provides library services to undergraduate and postgraduate students and staff. The collection includes e-journals, online databases, books, monographs, periodicals, audio-visual materials, CD-ROM and microfiche, as outlined in below. MUM students and staff also have access to Sunway University College's collection. As at 31 December 2004, THOL's total collection was as follows: 103,000 books, 1795 bound serials, 1308 annual reports, 3449 audio-visual items, 7,379 microfiches and 156 other materials. THOL was granted ISO9001:2000 certification in April 2003 and has subsequently passed three external audits by the national institution (Standards and Industrial Research Institute of Malaysia) without any instances of non-conformance. Evidence of certification is available on request.

Monash's Library has a service level agreement in place with MUM. Students and staff have access to the full range of electronic resources including 240,000 e-books; 21,709 e-journals and 750 networked databases.

Tun Hussein Onn Library  
[www.monash.edu.my/library/](http://www.monash.edu.my/library/)

Monash Library  
[www.lib.monash.edu/](http://www.lib.monash.edu/)

*Table 34: Tun Hussein Onn Library*

	2000	2001	2002	2003	2004
Registered users	1075	1170	1677	1933	2154
<i>Borrowing by Monash Malaysia Users</i>					
Checkouts	28,538	51,620	83,655	133,733	193,275
Renewals	12,757	32,656	56,976	100,360	155,507
<i>Collection</i>					
Books	9,867	15,416	21,039	29,819	36,174
Serials (Volumes)	0	0	0	0	130
Serials (Titles subscribed)	16	15	32	33	40
Databases	4	5	6	6	7
E-journals	0	0	1844	10,806	4700*
Audio-visual materials	0	289	569	586	1157
Others	0	1	23	20	21

\* This decrease is due to Monash University Library also subscribing to the same databases. The separate subscriptions by MUM were cancelled.

Design of the Library for the new campus is almost complete and is to incorporate learning commons principles consistent with the Facilities Master Plan (SM 63). Work on the evaluation, selection and implementation of the information technology infrastructure and new library systems is currently underway. The Faculty of Medicine, Nursing and Health Sciences has engaged a consultant to review and make recommendations on library services that will be required for the medical school at Johor Bahru and Kuala Lumpur and this work is ongoing.

## 9.4.2 Information technology services

Unlike the devolved model for IT support used on Australian campuses, the IT Services Department at MUM provides IT services for the entire campus including all schools, administrative departments and student facilities. The Department provides IT support also for research activities on campus, as outlined in Chapter 6.

The ITS Department develops, maintains and supports a wide range of services, including:

- campus networks and internet connectivity;
- data services, web services and email;
- external connectivity to Telekom Malaysia, Maxis and AsiaNetcomm;
- backup, business continuity and disaster recovery services;
- teaching space design and maintenance of electronic teaching resources;
- videoconferencing and electronic collaboration services;
- general access student computer laboratories;
- specialist computer laboratories for certain schools;
- IT Helpdesk and computer account management;
- financial reconciliation between local finance systems and Australian based systems.

The ARIBA group purchasing and finance system is provided by Sunway Group IT, but supported locally by Monash ITS. The approved operating budget for 2006 for ITS at MUM is approximately RM 3.3 million which equates to approximately 5% of total campus expenditure. This budget supports internet services, capital expenditure, infrastructure renewal and the cost of 13 IT support staff, as well as IT equipment and support for all schools. In the early years of establishing the campus, attention has been directed at developing and maintaining a basic core IT infrastructure and services. The secondment of a senior IT manager will significantly enhance MUM's ability to build systems and services to support its ongoing development

The following IT infrastructure underpins the services provided:

- a 2MBps Internet connection to commercial carrier Maxis;
- a 2MBps Internet connection to commercial carrier AsiaNetcomm;
- fibre optic connections to School of Medicine offices, the student residences and the Sunway Corporate network;
- an F5 BIG-IP internet load balancing server;
- a Packeteer internet packet filtering and prioritisation server;
- 45 network switches;
- 15 Dell Windows Servers;
- 3 Linux servers;
- a total of more than 800 desktop PCs.

To manage valuable internet bandwidth resources and guide fair use of the internet connection, ITS has established a packet filtering and prioritisation server. This device analyses all data traffic entering and leaving the campus network and assigns it a priority and class of service according to a set of rules.

These rules prioritise data traffic to and from important University IT services such as MUSO (WebCT) over general internet browsing.

#### **9.4.2.1 IT services to students**

The ITS Department provides and maintains ten computer labs at MUM as well as a number of computers in specialist teaching laboratories and the Library. The total number of computers for student access is approximately 450 – giving a student to computer ratio of approximately 7:1, which compares favourably with the provision at other campuses.

MEQ03 allowed for the identification of various improvements in IT infrastructure and support that students would like and these have progressively been addressed. Particular priorities were the upgrading of computers and network facilities; additional IT support staff; more rapid equipment repair and greater availability of computers. Before the start of the 2006 academic year, four of the ten computer laboratories were upgraded with Dual-core Pentium 4 computers with LCD monitors. MUM has adopted a practice of a rolling rotation and replacement of computers so that computers in laboratories will not be more than three years old and general staff computers will be less than four years old.

Computer laboratories are open from 8am to 6pm on Monday to Friday and 8am to 5pm on Saturdays. Two laboratories are reserved for general access and do not have class bookings. MUM also has seven wireless access zones for students to connect to the Monash network and the internet from portable computers.

#### **9.4.2.2 Information management systems**

Monash's central information systems are used to underpin services provided at the Malaysian campus. Student enrolment and records management occurs via remote access to the Callista system. All staff with Callista access are specifically trained. The Callista Service Desk staff and online resources provide ongoing support for this system (see Volume 1, Chapter 9).

Consistent with a number of other elements of Monash including the South African campus and Monash Campus Life, MUM uses ACCPAC as its finance system. An external consultant provides the installation, customisation and higher level support for the campus. ITS provides direct technical support for ACCPAC and ensures data integrity, backup and disaster recovery.

The need to improve information management skills and support for staff has been acknowledged as a university-wide priority for 2006. The Monash University Information Management Strategy has been developed in consultation with staff from across the Monash network and will be implemented to bring benefits to all campuses.

#### **9.4.3 Community services**

A range of services is available to students, with easy reference to them available from the website and handbooks.

Counselling services have developed into a substantial and important service, including group preventive services, individual counselling, general support, and management of students with significant psychological problems, sometimes

in consultation with external clinical providers. Although initially set up for students only, Counselling now provides a service for staff, which is used quite extensively. The Counselling Unit is planning to develop a quarterly newsletter and students are being invited to share their difficulties and coping skills in the form of a short article. The newsletter will also be used to help inform students about the range of counselling services available to them.

MUM offers various forms of hostel accommodation and provides advice and assistance to students wanting to find private accommodation.

#### 9.4.4 Monash University Malaysia Student Association

As noted in Chapter 3, the Monash University Student Association (MUSA) provides a range of services to students and is a vehicle for communication between the management of the campus and its student body. MUSA coordinates many services and activities for students. Registered clubs have their own independent committees to plan and decide on their activities and may apply for funds from MUSA. The Manager, Student Services is the PVC (MUM)'s nominee as official advisor to the MUSA Council.

Activities in 2005 include:

- Orientation parties: in semester one a night party held at Monterey Country Club and semester two a day time event held at Sunway Lagoon;
- Pizza Day: distribution of free pizzas to students with school representatives distributing feedback forms to solicit student comment on their experience;
- Sports Carnival: a major sporting event that includes all clubs and ten different sports including a new 'cheer and dance competition'; medals and trophies are presented to winners;
- Monash Ball 2005: a major event held at IOI Marriott Putrajaya on 23 September and attracting 530 people.

MUSA also coordinates a program for student leaders to act as buddies of groups of new students during orientation week and plan games for the MUSA session. This program is assisted by the Student Services Department. Throughout the year, MUSA scopes new events to bring to campus with an example being the invitation to companies to make on-site visits for 'road shows' which include popular 'freebies' for students.

## 9.5 Monitoring

There are currently no support service performance indicators monitored systematically at campus level, but individual service departments record and regularly report on their activities and outcomes. An example is the Department of Marketing and Public Affairs regular reports.

In some areas, the systems to underpin routine monitoring are still in development. For instance ITS does not yet have sufficient monitoring systems or call logging practices in place to report against KPIs.

### 9.5.1 Monash Experience Questionnaire

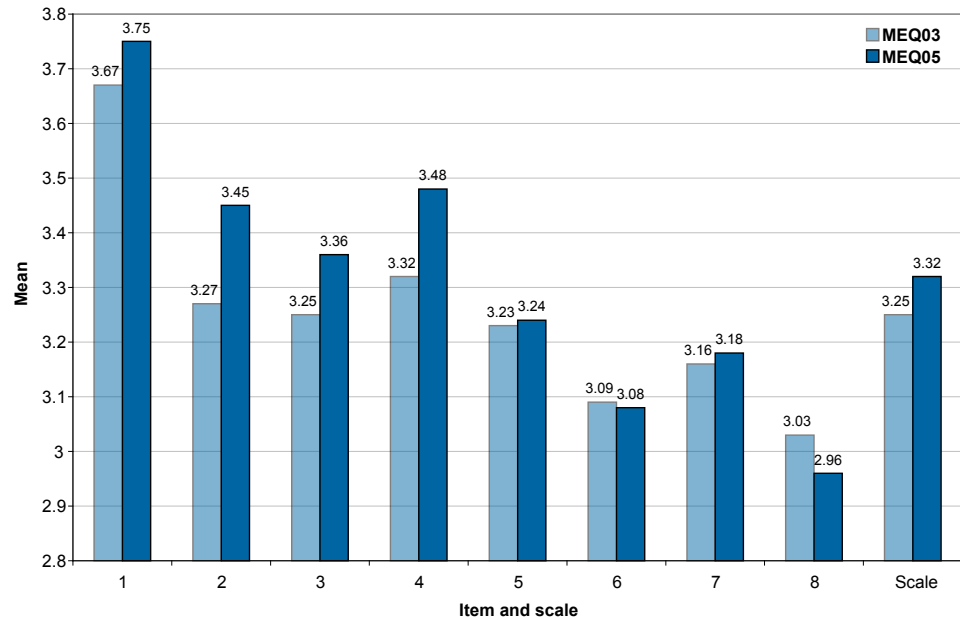
MEQ05 results show that 82% of students at MUM are broadly satisfied with student support/resources. Students reported positively on seven of the eight

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Activity Report

items in this scale in MEQ05, with the exception being for the item ‘teaching resources and facilities (laboratories, studios, equipment) are appropriate for my needs’. The development of the new campus is expected to considerably improve the student experience. Figure 23 shows that there has been improvement in six of the eight scale item means and for the scale as a whole, compared with MEQ03.

*Figure 23: Comparison of item means in student support/resources scale, MEQ03 and MEQ05*



**Legend**

1. The library services are readily accessible.
2. The library resources are appropriate for my needs.
3. I am able to access information technology resources when I need them.
4. I am generally satisfied with the level of language and learning support.
5. I am generally satisfied with my physical classroom environment.
6. I am generally satisfied with the online classroom environment.
7. I am generally satisfied with class sizes at Monash.
8. Teaching resources and facilities (laboratories, studios, equipment) are appropriate for my needs

## 9.6 Reviewing

The campus self-review included infrastructure and support services in its scope and reported that space is the major challenge. While the campus has met all the requirements of LAN, growth in student and staff numbers and the introduction of new courses and research activities placed pressure on the current campus, which is now being addressed by the building of and complete move to the new campus currently under construction.

## 9.7 Improving

### 9.7.1 Examples of improvement achieved

Since 2003, ITS has instigated a program of network upgrades and desktop computer replacement. The core network has been redesigned and reconfigured to reduce the number of single points of failure within the network.

A network packet shaper was installed in early 2006 to provide prioritisation and policing of the usage of internet bandwidth and new and replaced switching technology has increased network capacity and availability. Three new staff have also been employed in the IT support area; two to provide higher level support to the network infrastructure and servers, and one to coordinate desktop PC support activities. A further additional staff member will be employed in 2006.

The campus will be moving to a new site in 2007. This will extend the services and facilities available to all students and staff and increase the campus's capacity to deliver a transformative experience. By 2015, Monash Malaysia will accommodate students through excellent facilities and services that support the quality of life on or proximal to the campus.

### 9.7.2 Improvement priorities

During 2006 a number of upgrades and changes are planned to increase the capacity and reliability of the IT infrastructure. More than a third of the computers will be replaced with dual-core processor based machines and LCD flat panel screens. A plan has been formulated for continuous rolling replacement of all computers on campus over a four year period. The majority of new computers will be used in student laboratories. The statseeker network monitoring system used in Australia will be replicated at MUM during 2006 to enable IT services to provide statistics and reporting on network capacity and availability. A new network storage array will be installed to double the capacity of central servers to store information and the single-tape backup system will be replaced with an eight-tape automated backup robot. Attention will also be directed to improving online collaboration tools including email, calendar, web-conferencing and information storage portals in line with the university-wide Workgroup Collaboration Review.



# Appendix 5

## Monash University Malaysia – Key Statistics

### Student enrolments at MUM (as at 22 March 2006)

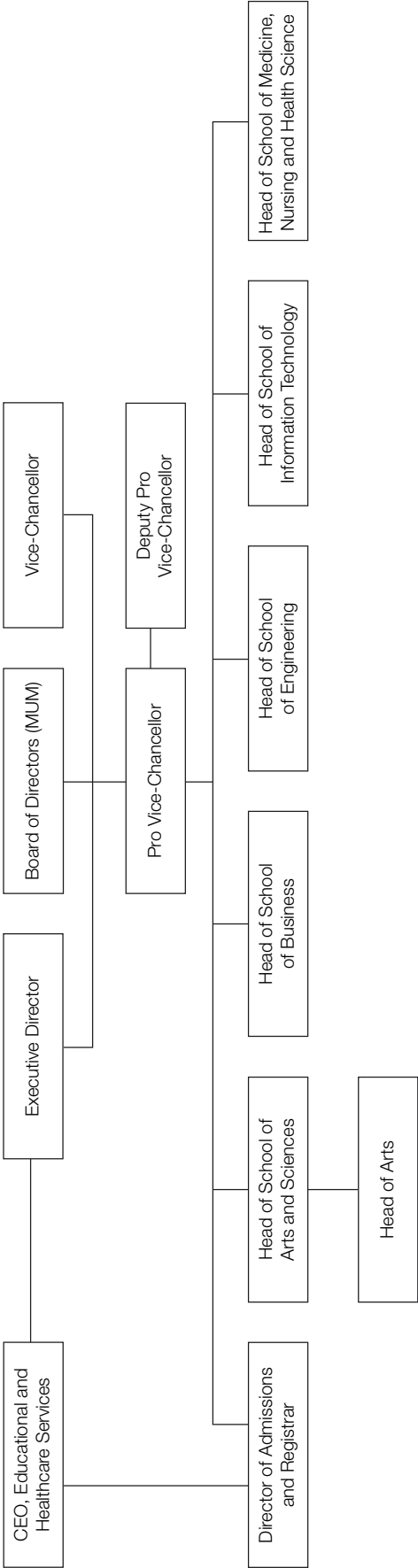
<i>Course title and code</i>	<i>Enrolled returning students</i>	<i>Commencing</i>	<i>Total enrolments</i>
BBusCom (2224)	742	380	1122
BBusCom/BBIT (3161)	23	0	23
BBusCom (Hons) (3169)	0	4	4
BBIT (2918 & 3350 & 3334)	54	12	66
BComn (2476)	110	28	138
BArts (3920)	0	3	3
BComn (Hons) (3751)	2	7	9
BCompSc (2380)	50	5	55
BE (2241,1015,1017,2320)	486	120	606
MBBS (3586)	51	47	98
BSc (Biotech) (3512)	287	50	337
BSc (EnvMgt) (3513)	11	2	13
BSc(MedBiosc) (3522)	92	22	114
BSc(Biotech)/BSc(EnvMgt) (3507)	8	2	10
BSc(Biotech)/BSc(MedBiosc) (3523)	95	18	113
BSc (MedBiosc) (Hons) (3526)	1	1	2
BSc (EnvMgt) (Hons) (3506)	0	0	0
BSc (Biotech) (Hons) (3505)	5	4	9
Single Unit Enrolment	1	28	29
MIT (3316)	5	0	5
MEngSc (1226)	3	2	5
MSc (2700)	1	0	2
<b>Total</b>	<b>2028</b>	<b>735</b>	<b>2763</b>

Staffing statistics (excludes seconded staff and research fellows)

Category		Dec 2000		Dec 2001		Dec 2002		Dec 2003		Dec 2004		Apr 2005	
		M	F	M	F	M	F	M	F	M	F	M	F
Tutor	PhD			1			1	1		2			
	Postgraduate/ masters			3		4	4	9	11	10	10	8	5
	Degree			0		2	14	8	7	10	11	4	8
	Total	0	0	4	0	6	19	18	18	22	21	12	13
Level A	PhD												
	Postgraduate/ masters	1	2	1	3	3	3	3	4	3	5	2	5
	Degree	1	1	2		1		1		1	1	1	1
	Total	2	3	3	3	4	3	4	4	4	6	3	6
Level B	PhD	12	4	15	6	14	7	20	10	19	10	21	9
	Postgraduate/ masters	10	9	18	14	15	15	10	12	10	12	10	12
	Degree	1		2		1							
	Total	23	13	35	20	30	22	30	22	29	22	31	21
Level C	PhD	7	1	15	1	22	1	24	1	28	2	30	3
	Postgraduate/ masters	2		2		1	1		1		1		1
	Degree												
	Total	9	1	17	1	23	2	24	2	28	3	30	4
Level D	PhD	2		4		4		4	1	4		3	
	Postgraduate/ masters												
	Degree												
	Total	2	0	4	0	4	0	4	1	4	0	3	0
Level E	PhD					1		2		5		8	
	Postgraduate/ masters												
	Degree												
	Total	0	0	0	0	1	0	2	0	5	0	8	0
All	PhD	21	5	35	7	41	9	51	12	58	12	62	12
	Postgraduate/ masters	13	11	24	17	23	23	22	28	23	28	20	23
	Degree	2	1	4	0	4	14	9	7	11	12	5	9
	Total	36	17	63	24	68	46	82	47	92	52	87	44
<b>Grand Total</b>		<b>53</b>		<b>87</b>		<b>114</b>		<b>129</b>		<b>144</b>		<b>131</b>	
Note: M = male, F = female													

# Appendix 6

## Monash University Malaysia – Organisational chart



## Major committees and Board

