

**CRITERIA AND STANDARDS FOR SELF-ACCREDITING INSTITUTION
AREA 3: TALENT AND RESOURCES**

STANDARDS FOR AREA 3

3.1 Academic Staff

a. Policies

Standards	Impactful Evidences
<p>3.1.1 The HEP must have clear policies, transparent procedures and human resource planning to recruit, develop, assess, reward, and promote and academic staff in line with the vision, mission, and institutional goals.</p> <p>3.1.2 The HEP must have a clear policy on academic integrity including plagiarism.</p> <p>3.1.3 The HEP must regularly review policies, procedures and human resource plan to address the gaps between the institutional performance and goals.</p>	<ul style="list-style-type: none"> • HR Handbook/policies – recruitment, promotion and appraisal; • Policy on academic integrity including plagiarism, and research ethics; • HR Development and Strategy Plan and initiatives; • Performance analysis report and revised policies/procedures. <p><i>Show all relevant policies mention in Standards 3.1.1-3.1.12 to get AL3.</i></p> <p><i>IF there are records of when each of the policies were introduced and reviewed*, AL5 can be claimed.</i></p> <p><i>Describe the voting system that was used and later evaluated not to be effective.</i></p> <p><i>Describe the Competency-based interview being introduced by ILD to illustrate how UiTM reviews its procedure in order to improve institutional performance by appointing competent administrators/managers. Gaps in competency will be addressed through formal structured training and coaching. (May claim AL5 when institutional performance improved after this initiative is implemented)</i></p>

**Review does not mean that the policy is amended or changed. It is a regular process to revisit to ascertain that they are still relevant. The relevancy must be endorsed by the Management. It is recommended that all policies undergo a bi-annual review.*

Attainment Level	Description
1	The HEP does not have adequate policies, transparent procedures and human resource planning.
2	The HEP has adequate policies, transparent procedures and human resource planning but not regularly reviewed.
3	The HEP has clear policies, transparent procedures on academic integrity and human resource planning to recruit, develop, assess, reward, and promote academic staff in line with the vision, mission, and institutional goals which are regularly reviewed to address the gap between the institutional performance and goals.
4	The HEP uses the result of the review process to further enhance the talent management plan and institutional performance.
5	The HEP regularly improve their practices to ensure the achievement of institutional goals.

b. Implementations

Standards	Impactful Evidences
<p>3.1.4 The HEP must have an adequate number of qualified academic staff with relevant experience to teach and assess student learning outcomes for each programme.</p> <p>3.1.5 The academic staff must be given sufficient autonomy to focus on areas of their expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement.</p>	<ul style="list-style-type: none"> • Data on staff-student ratio per programme/semester; • Table of staff qualification levels; • Percentage of staff with PhD; • Percentage of full time staff and turnover rate; • Staff JTOR and KPIs; • Staff Workload per semester; • Data showing trend of academic productivity. <p><i>Provide data/info related to the above for AL3.</i></p> <p><i>Describe how UiTM transformed from teaching-based to teaching and research based university.</i></p> <p><i>Describe the incremental success of UiTM in getting research grants, winnings at IID and increase in publication.</i></p> <p><i>Describe the showcase projects of UiTM lecturers in autonomously pursuing their areas of expertise involving and benefiting students- launching of UiTMSAT; Solar car; autonomous car; UiTM Choir Chambers; Achievements from FSPU and FSSR etc.</i></p> <p><i>Describe some of the MOAs with industries and foreign university partners to expand our boundaries of collaboration, providing platforms for academics and students to pursue their interest.</i></p> <p><i>Describe the planning and implementation of 2u1i In providing flexible education and diverse learning environment and learning experience.</i></p> <p><i>Special narrative on MDAB to increase accessibility for the B40 group especially in Sabah and Sarawak. Show case some of the successful candidates.</i></p>

Attainment Level	Description
1	The HEP does not have adequate, qualified and experienced academic staff.
2	The HEP has adequate, qualified and experienced academic staff with limited autonomy.
3	The HEP has adequate, qualified and experienced academic staff who are given sufficient autonomy to focus on areas of their expertise, such as curriculum development and implementation, academic assessment and supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement and internationalisation.
4	The HEP has created a conducive environment and work culture which resulted in improved academic performance and productivity arising from the given autonomy.
5	The HEP strives to expand the boundaries of academic autonomy to reflect the progression of intellectual maturity within the institution in achieving academic excellence.

c. Training and Development

Standards	Impactful Evidences
<p>3.1.6 The HEP must have appropriate and effective training and academic staff development programmes including leadership skills through participation in professional activities, research and industry linkages and other relevant activities.</p>	<ul style="list-style-type: none"> • List of trainings offered to staff based on needs analysis; • Data on staff active in research – external grant, publication, PG students, collaboration/linkages with other institution/industry; • Data on staff professional membership and external engagement. <p>Provide data/info related to the above and Std 3.1.6 for AL3.</p> <p>Describe how ILD reviews their training programs conducted in UiTM. Show the interaction of JK Latihan & Pembangunan Staff and ILD how decisions are made on training programs (both internal & external); how effectiveness of training are analyzed, evaluated and used for improvement of training programs in the University.</p> <p>Describe the formulation and implementation of industrial training and professional training policies at UiTM. Describe how the results were analyzed and used to further improved the program.</p> <p>Describe the PhD Potential program to enable staff to complete their studies.</p> <p>Describing all three items above qualifies for AL4</p> <p>ILD and Faculty need to work on in-house training to develop a culture of innovation and creativity to address future development.</p>

Attainment Level	Description
1	The HEP has limited training and academic staff development programmes.
2	The HEP has basic training and academic staff development programmes.
3	The HEP has appropriate and effective training and academic staff development programmes including leadership skills through participation in professional activities, research and industry linkages and other relevant activities.
4	The HEP regularly reviews and aligns their training and academic staff development programmes to ensure academic staff are able to fulfil their roles and responsibilities in achieving institutional goals.
5	The HEP regularly improves and updates their training and academic staff development programmes to inculcate the culture of innovation and creativity among academic staff to meet latest development and future challenges.

d. Performance and Reward

Standards	Impactful Evidences
<p>3.1.7 The academic staff must be evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities.</p>	<ul style="list-style-type: none"> • Annual Appraisal Exercise records; • Staff Awards – research, teaching, publication, etc. • Statistics on staff promotion. <p><i>Provide info, data and statics on the above and those related to Std 3.1.7 to get AL3.</i></p> <p><i>Describe the Promotion Statistic over the last 12 years to highlight the drastic improve in promotion that comes with well-defined criteria.</i></p> <p><i>Describe how UiTM revise the promotion criteria over the last 12 years finally adopting the 4 track system which reward staff based on their strengths. (AL4)</i></p> <p><i>Highlight the grace period given before the 4-track system was fully implemented.</i></p> <p><i>If the numbers are good show that UiTM has a low turnover rate. Show that UiTM conduct exit interviews to find out why staff left and these reasons should be categorized and appropriate action is taken to improve the system where appropriate. Discussion can be skewed towards showing a good and conducive working environment in UiTM leading to excellent and exemplary achievement (AL5)</i></p> <p><i>Describe how UiTM retained talent even after they have retired by introducing Profesor Kontrak; Profesor Khas and Profesor Kehormat.</i></p>

Attainment Level	Description
1	The HEP does not have clear criteria for evaluation and appropriate reward system for academic staff.
2	The HEP's evaluation and reward system is not aligned with the staff performance.
3	The academic staff has been evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities.
4	The HEP regularly reviews its evaluation and reward system to attract and retain skilled, experienced and motivated academic staff.
5	The HEP's evaluation and reward system created a conducive environment and work culture to achieve academic excellence.

3.2 Non-academic Staff

Standards	Impactful Evidences
<p>3.2.1 The HEP must have adequate qualified non-academic staff to support the development and the implementation of academic programmes and related activities.</p> <p>3.2.2 The HEP must have training scheme for the non-academic staff to fulfil the specific needs of academic programmes for example, safety and risk management, maintenance of specialised equipment, and additional technical skills.</p> <p>3.2.3 The HEP must have a policy on work ethics and performance review scheme for continuous development and career advancement of the non-academic staff to ensure good university management.</p>	<ul style="list-style-type: none"> • Table of staff qualification levels and managerial experience; • Staff development plan and training scheme based on needs analysis; • Annual appraisal exercise records; • Record on innovative contributions by staff. • Personal file; • Policy on work ethics. <p><i>Provide info, data and statics on the above and those related to Std 3.2.1-3.2.3 to get AL3.</i></p> <p>Describe the planned and structure Training Programs that all staff need to attend.</p> <p>Describe the various training programs that are available for targeted groups of non-academic staff (Pendaftar; Bendahari; Fasiliti, Kesihatan; Keselamatan; Perpustakaan). The effectiveness of these training programs are evaluated regularly and use for improvements of the programs. (AL4)</p> <p>Describe how their performance are appraised and relate this reward and promotion.</p> <p>What is important is describe their career path in UiTM and also the benefit of further studies at reduced fees for them to upgrade their qualifications and position. Get numbers on internal candidates being promoted after upgrading their qualifications.</p> <p>Describe achievements through awards etc attained by non-academic staff. Highlight that academic achievements of UiTM would not be possible without strong support from non-academic staff. (AL5)</p>

Attainment Level	Description
1	The HEP does not have adequate non-academic staff to support the development and the implementation of academic programmes and related activities.
2	The HEP does not have adequate training programme and performance review mechanism.
3	The HEP has adequate qualified non-academic staff to support the development and the implementation of academic programmes and related activities. The HEP has training scheme including continuous development and career advancement for the non-academic staff to fulfil the specific needs of educational programmes for example, safety and risk management, maintenance of specialised equipment, and additional technical skills. The HEP has a policy on work ethics and performance review scheme for continuous development and career advancement of the non-academic staff to ensure good university management.
4	The HEP has developed and implemented training programme and talent management plan for its non-academic staff.
5	The non-academic staff are enabled to contribute towards promoting and maintaining a conducive environment as well as in embracing culture of innovation within the HEP.

3.3 Physical and Technological Resources

Standards	Impactful Evidences
<p>3.3.1 The HEP must have clear policies for managing educational resources which are regularly reviewed and improved to support the achievement of the programme learning outcomes and the institutional goals.</p>	<ul style="list-style-type: none"> • Policies, procedures and methods of managing educational resources including Information and Communication Technology; • Policies, procedures and methods of managing University Record and Archives; • Plans to review policies, procedures and methods of managing educational resources; • Minutes of meetings related to managing educational resources; • Survey and feedback on educational resources from relevant stakeholders; • Action/improvement plan to maintaining and upgrading physical and IT facilities; • List of trainings related to using, maintaining, and upgrading physical and IT facilities. <p><i>Provide information related to Std 3.3.1 and relevant data above for AL3.</i></p> <p><i>Relate the UiTM-RMK plan to the Budgeting process. How much <u>allocation</u> and <u>what priority level</u> is given to Educational Resources.</i></p> <p><i>Are there any analysis to allocate budget for planned and preventive maintenance?</i></p> <p><i>Are there any analysis to evaluate effectiveness of budget spend in creating conducive T&L environment leading to good learning and working experiences at UiTM?</i></p> <p><i>How is happiness index related to educational resources?</i></p> <p><i>Describe the benefits in terms of infrastructure on T&L from PFI campuses</i></p> <p><i>Answers to the above questions will determine whether UiTM qualifies for AL4 or AL5</i></p>

Attainment Level	Description
1	The HEP does not have adequate policies for managing educational resources which is not reviewed and improved.
2	The HEP has reviewed the policies for managing educational resources but does not address new requirements.
3	The HEP has policies for managing educational resources which are regularly reviewed and improved to support the achievement of programme learning outcomes and the institutional goals.
4	The HEP uses the result of the review process to provide conducive learning environment to achieve institutional goals.
5	The HEP regularly improve their policies to achieve teaching and learning excellence in response to current and future challenges.

Standards	Impactful Evidences
<p>3.3.2 The HEP must regularly review and improve physical and technological resources including physical facilities, library, equipment and information and communication technology facilities that are distributed and scheduled according to educational and institutional needs.</p>	<ul style="list-style-type: none"> • List of facilities, e.g., lecture rooms, seminar rooms, examinations halls, strong rooms, oral examination rooms, students activities facilities, resources centre, reading rooms, library, laboratories, students residences, health centre, mosque, parking, banks, café, transport facilities, internet and Wi-Fi facilities, computer centre, sports and recreation centres and centres of excellences; • Library brochure with complete information on available facilities such as smart reading rooms, discussion rooms, postgraduate lounge, carrels, helpdesk, database of books and journals, data bases of e-books and journals and other facilities; • Surveys on customers satisfaction towards educational resources of the university; • Subscription of electronic/online database and resources; • University Complaints and Suggestions System. <p><i>Provide information related to Std 3.3.2 and relevant data above for AL3.</i></p> <p><i>Comments on Std 3.3.1 are applicable in context of physical facilities, library, equipment and information and communication technology facilities</i></p>

Attainment Level	Description
1	The HEP does not provide adequate educational resources.
2	The HEP has provision for educational resources but not in line with educational and institutional needs.
3	The HEP regularly reviews and improves educational resources including physical facilities, library, equipment, and information and communication technology facilities that are distributed and scheduled according to educational and institutional needs.
4	The HEP uses the result of the review process to assess its quality and appropriateness for current educational needs, and regularly improved to keep up with the development in educational practices and changes.
5	The HEP provides state-of-the-art educational resources to achieve academic excellence.

3.4 Student Support Services

Standards	Impactful Evidences
<p>3.4.1 The HEP must have policies for managing student support services, extra-curricular activities and student representation and participation for total learning experience which must be regularly reviewed and improved.</p>	<ul style="list-style-type: none"> • Policies for managing student support services, extracurricular activities and student representation and participation; • Quality procedures and documents for students support services; • Guidelines/Manual for managing student activities. <p><i>Provide information related to Std 3.4.1 and relevant data above for AL3.</i></p> <p><i>Describe services provided by HEP with reviews on policies <u>based on analysis of feedbacks</u> from students.</i></p> <p><i>Highlight the role of the NR unit and the Counselling Unit – Why did UiTM create this Unit? From student and community feedback?</i></p> <p><i>Describe the extensive range of co-curricular activities available at UiTM and how these enhances the learning experience and learning outcomes.</i></p> <p><i>Highlight exemplary success of UiTM students' activities such as UiTM FC, Debate team etc.</i></p> <p><i>Highlight students achievement at IID to show innovation and entrepreneurial attributes.</i></p> <p><i>Highlight how leadership training in UiTM is conducted – Projek Menawan Puncak-puncak Gunung di Malaysia.</i></p> <p><i>Highlight how MPP of UiTM coordinate the activities and students voice for the entire UiTM system.</i></p> <p><i>Describe policies at HEP that enable the above 4 points</i></p> <p><i>Highlight some of the significant changes in policies over the last 10 years that lead to transformative learning processes.</i></p>

Attainment Level	Description
1	The HEP does not have adequate policies for managing student support services, extra-curricular activities and student representation and participation which is not reviewed and improved.
2	The HEP has reviewed the policies for managing student support services, extra-curricular activities and student representation and participation but does not address new requirements.
3	The HEP has policies for managing student support services, extra-curricular activities and student representation and participation for total learning experience which are regularly reviewed and improved.
4	The HEP uses the result of the review process to provide conducive environment for total learning experience.
5	The HEP regularly improve their policies to create transformative learning experience in producing innovative and holistic graduates.

Standards	Impactful Evidences
<p>3.4.2 The HEP must provide resources for student support services; such as physical, social, financial and recreational facilities, and counselling and health services, extra-curricular activities and student representation and participation for total learning experience which must regularly be reviewed and improved.</p>	<ul style="list-style-type: none"> • MoU/MoA and student mobility reports (inbound and outbound); • Bulletin for student's participation in sports at university/national and international levels; • List of centres and their functions that support students' needs and students' activities; • Student insurance and welfare scheme. <p><i>Provide information related to Std 3.4.2 and relevant data above for AL3.</i></p> <p><i>Describe how dedicated budget is allocated (tabung amanah) for various services mentioned under Std. 3.4.2.</i></p> <p><i>Describe how these services are evaluated and how feedback from clients were collected and taken on board for improvement.</i></p> <p><i>Some of description in Std. 3.4.1 may be applicable here.</i></p> <p><i>The underlying theme in Std 3.4.1-3.4.2 is to provide conducive learning environment and learning experience which enhance the learning outcomes.</i></p>

Attainment Level	Description
1	The HEP does not provide adequate resources for student support services, extra-curricular activities and student representation and participation.
2	The HEP provides resources for student support services, extra-curricular activities and student representation and participation but insufficient to support total learning experience.
3	The HEP provides resources for student support services; such as physical, social, financial and recreational facilities, and counselling and health services, extra-curricular activities and student representation and participation for total learning experience which are regularly reviewed and improved.
4	The HEP uses the result of the review process to assess its quality and appropriateness of the resources for total learning experience in line with student developmental needs.
5	The HEP regularly improves the resources to create transformative learning experience in producing innovative and holistic graduates.

3.5 Financial Resources

Standards	Impactful Evidences
<p>3.5.1 The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department.</p> <p>3.5.2 Those responsible for an academic programme should be given sufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards.</p>	<ul style="list-style-type: none"> • Financial Governance Structure; • SOP for budget application and budget allocation; • Guidelines for HOD on budget utilization; • Samples of allocated and expenditure for selected academic programmes; • New infrastructure or equipment acquired to improve existing or introduce programmes. <p><i>Provide information related to Std 3.5.1-3.5.2 and relevant data above for AL3.</i></p> <p><i>Describe the budgeting process highlighting its strong relation to Educational Goals and UiTM Strategic Plan.</i></p> <p><i>Show how budget is prioritizes based on the strategic plan.</i></p> <p><i>Show that there is a systematic monitoring process at the Bursars Office for the whole UiTM system. Is there any analysis to evaluate the effectiveness of the utilized budget?</i></p> <p><i>Describe that the deans, rectors and directors have autonomy with limits of authority is utilizing the allocated budget.</i></p>

Attainment Level	Description
1	The HEP does not have a line of responsibility and authority for budgeting and resource allocation.
2	The HEP does not clearly define the line of responsibility and authority for budgeting and resource allocation. Academic leaders responsible for an academic programme are given insufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards.
3	The HEP has a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department. Academic leaders responsible for an academic programme are given sufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards.
4	The clear line of responsibility and authority resulted in effective budgeting and resource allocation in fulfilling the needs of the departments. The high degree of autonomy resulted in academic programme improvement.
5	The clear line of responsibility and authority together with the high degree of autonomy resulted in efficient and effective response to current and future challenges.