

GUIDELINES TO GOOD PRACTICES ACADEMIC STAFF

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Academic staff is of central importance in the higher education sector. This is primarily due to the fact that quality higher education rests upon the knowledge, skills, competencies, abilities, attitudes and work ethics of academic staff. The purpose of guidelines to good practices: academic staff is to assist higher education providers in developing their own policies, processes and procedures with respect to the recruitment, management, development and professional services of academic staff.

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FOREWORD

In ensuring the provision of quality education in tertiary institutions, the Malaysian Qualifications Agency (MQA) has produced a variety of documents to meet the varied needs and interests reflected in higher education. Examples of these documents are the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Programme Standards (PS) and Guidelines to Good Practices (GGP). These documents, when comprehended and implemented, will enhance the development of a culture of excellence in Malaysian higher education providers.

Generally, Guidelines to Good Practices are focused on structures, systems, policies, procedures, processes, rules and regulations which meet minimum standards in the operation of the nine areas within the context of Malaysian quality assurance dimensions. The nine areas relate to programme aims and learning outcomes, curriculum design and delivery, assessment of students, student selection, academic staff, educational resources, programme monitoring and review, leadership, governance and administration, and continual quality improvement.

Academic staff is of central importance in the higher education sector. This is primarily due to the fact that quality higher education rests upon the knowledge, skills, competencies, abilities, attitudes and work ethics of academic staff, irrespective of status ranging from a lecturer, senior lecturer, associate professor, professor to a distinguished professor.

Today, members of the academia play multiple roles and are engaged in a variety of activities, examples of which are teaching, developing curricula and institutional materials, writing of articles and books, undertaking research studies, engaging in consultancies, promoting programmes and events, performing extension services and managing departments, faculties and institutions. High quality and well-motivated academicians, together with a supportive intellectual, innovative and professional culture, are essential in building institutional excellence.

The Guidelines to Good Practices: Academic Staff cover mainly four areas of practice, namely, recruitment, management, development and professional services.

These practices are applicable to higher education providers in both the public and private sectors, and to local and international academic staff. Practices proposed reflect minimum standards and institutions are encouraged to attain enhanced standards as and when supported with additional resources and facilities. Given the wide scope in practices relating to academic staff, the guidelines are sufficiently adequate though not, in any way, intended to be exhaustive. As such, the guidelines are to be used as intended, without impeding diversity and innovation where appropriate.

This document comprising a set of guidelines on academic staff represents the efforts of a panel of experts from the Ministry of Education, higher education providers in the public and private sectors, industries and government agencies as shown in **Appendix 1**.

Malaysian Qualifications Agency would like to thank all the parties involved for their support and contribution towards the production of this document.

With our sincere appreciation and gratitude,

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ABBREVIATIONS

APEX	Accelerated Programme for Excellence
COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
GGP	Guidelines to Good Practices
HEP	Higher Education Providers
HOD	Head of Department
HRM	Human Resource Management
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework

1.0 INTRODUCTION

Since its inception in 2007, the Malaysian Qualifications Agency (MQA) has produced a series of guidelines for programme accreditation, good practices and institutional audit to ensure the provision of quality education in Malaysian institutions of higher learning.

The purpose of 'Guidelines to Good Practices (GGPs): Academic Staff' is to assist Higher Education Providers (HEPs) in developing their own policies, processes and procedures with respect to the recruitment, management, development and professional services of academic staff. Academic staff is listed as Area 5 in both the Code of Practice for Programme Accreditation (COPPA) and the Code of Practice for Institutional Audit (COPIA) of the Malaysian Qualifications Agency (MQA). Whilst the overall objective of COPPA is to ensure that programmes of HEPs meet the prescribed set of standards and is in compliance with the Malaysian Qualifications Framework (MQF), that of COPIA is to monitor and ensure the maintenance and enhancement of programmes that have been accredited.

Four sub-areas are covered within the GGP: Academic Staff and they are shown in **Appendix 2**. The sub-areas relate to recruitment, management, development and professional services pertaining to academic staff. Topics covered within each sub-area are as given below.

- (a) Recruitment - purpose, process, types of appointment, academic positions, and terms and conditions of service.
- (b) Management - roles and responsibilities, code of conduct, harassment at work, appraisal by peers and students, promotion, rewards, and disciplinary policies and procedures.
- (c) Development - upgrading of staff qualification, supervision of postgraduate students, mentoring and formative guidance of new academic staff, and professional development.
- (d) Professional Services - purpose, and guiding principles and policies.

Given the broad range of HEPs, the contents of this GGP are intended to serve as guidelines to facilitate the fulfillment of benchmarked standards as given in COPPA, where appropriate to the HEPs and their development. As indicated in the Foreword, the guidelines are not intended to be exhaustive but relate to all types of HEPs and their specific requirements.

It is emphasized that structures, systems, processes, procedures, principles and policies mentioned are guidelines that would assist the HEPs facilitating their effort to achieve benchmarked standards in the sub-areas of recruitment, management, development and professional services pertaining to academic staff. However, HEPs are also strongly encouraged, where feasible in terms of resources, to attain enhanced standards provided in COPPA itself.

2.0 RECRUITMENT

Academic staff are closely aligned to the vision and mission of a higher education provider (HEP). They are the professional and administrative employees of the institution, with duties and types of appointments that are primarily associated with higher education and its administration. They add value to an institution's wellbeing and often are their strength. Institutions are expected to search for and appoint the best-suited candidate in an open, transparent and fair manner. The following reflect good practice for the purposes of academic staff search, selection and appointments. In the process of recruitment, reference should also be made to the Guidelines on the appointment and promotion of professors in institutions of higher learning in Malaysia, 2nd edition, (2012) issued by the Department of Higher Education, Ministry of Education, Malaysia or any latest edition to be issued by Ministry of Education.

2.1 Purpose

The recruitment policy is designed to assist the HEP in:

- (a) Maintaining the principles of recruitment based on criteria that are consistent, fair and objective in compliance with relevant employment legislation.
- (b) Meeting or exceeding business planning needs and strategic objectives.
- (c) Implementing the application of reasonable and consistent standards for the effectiveness of the HEP's recruitment and selection practices.

2.2 Process

2.2.1 Selection criteria

The selection criteria are expected to be based on fairness and openness. The process will normally be expected to begin with a search, through mechanisms most appropriate for a particular job function. Some jobs, by their very nature,

are best searched through advertisements and others through internal circulars or announcements. Whichever means are used, clear and specific statements regarding scope of work, responsibilities and accountabilities along with information regarding qualifications and experience are all important parts of the search process. The selection of a candidate often requires a judgment call on the part of a selection panel. The judgment calls, to a large extent, revolve around qualifications, experience, fitness for the job and increasingly a person's soft and communications skills. Many high-level jobs today also demand capacities to work in teams made up of individuals coming from a diversity of cultures, religions and ethnicities. Below is an indicative list of considerations that is required from an effective "job search":

- (a) Clear statements regarding the scope of work (job specification) reflecting the requirements of the job and being specific of the skills requested.
- (b) Unambiguous statements on selection criteria which are consistent with the requirements of the job (qualifications, experiences, and skills).
- (c) During the selection process:
 - Determine how the set criteria will be assessed by way of an interview, referees' report, work record, and tests.
 - Distinguish between essential criteria (the person must satisfy the need to be able to do the job) and desirable criteria (the person will help to do the job).
 - Assess whether formal qualifications (academic or trade) are essential and justifiable for job performance and refrain from setting arbitrarily or biased stereotype statements.

2.2.2 Advertisement

Searching for new staff through advertisements is an exercise in public relations as well as an effort to fill vacant positions. Advertisements that are worded poorly, misleading and written without clarity badly reflect the image of the HEP and can adversely affect the success of the search effort. It is therefore important that the information in the advertisement matches the criteria that will be used for selection, reflects the requirements of the job, and avoids discriminatory language or requirements that are inherently discriminatory, like showing biases of one kind or another (e.g. gender, race, religion) unless such bias is essential for the performance of the job. Naming a contact person or department to provide additional information on the job is helpful to those wanting to know more about the job. Such a person should be well informed of the requirements of the position.

2.2.3 Application form

Application forms serve a multiplicity of purposes beginning with basic information of the candidate in helping recruitment panels screen the suitability of applicants for the job. They also serve as the first record of the candidate presented by him or herself. These forms should seek on essential information required and should not be invasive in nature. The forms should avoid irrelevant questions especially of an intensely private kind. Information provided by the candidate should be strictly treated as private and confidential.

2.2.4 Short list of candidates

- (a) Short list applicants on essential qualifications first and then on desirable qualifications, prioritizing criteria and determining method used.
- (b) Find the best person for the job.
- (c) Be consistent.
- (d) Document decisions made and the reasons for them.

2.2.5 Referee report

- (a) Use the list of referees provided by the applicant.
- (b) Be consistent in the use of referees. Ideally, use a standard referee reporting form which matches the selection criteria.

2.2.6 Interview of candidates

Interviews when conducted thoughtfully are extremely valuable. However, conducting interviews requires careful preparation of all the required paperwork as well as the proper briefing of the interviewers to the task. It is necessary for the interview to be free of prejudice and bias, and fair to the prospective employees. There are justifiable instances where persons have been appointed to a particular post without an open search processes. These are rare but HEPs may resort to such special appointments when they are after a particular person with very specific talents. All members of the search committee as well as, when required, members outside the search committee should be invited to participate. Well-designed and successfully conducted interviews observe good practices following a set of Do's and Don'ts.

2.2.7 Decision making on candidates

Good Practice requires that the selection of the right person for the job is done fairly without any prejudice and bias. The information provided by the candidate through the documentation and other evidence of qualification, experience as well as accomplishments should provide as comprehensive a picture as possible of a candidate's 'fitness for the job'. The interviews help in making those judgments. A fair way of making the decision should be guided by first focusing on the selection criteria by assessing all information gathered from the application form, referees' reports, and evidence of experience. It helps especially when the field is somewhat big and the competition intense to rank the applicants according to their qualifications and performance at the interview.

2.2.8 Medical examination of appointee

Before an appointment is made, most HEPs will require the selected individual to undergo a medical examination to ensure that he is medically fit to be appointed. Strict confidentiality is expected of all findings arising out of such medical reports. It is good practice that when medical examinations are called for, the medical examiner is made fully aware of the nature of the job and the requirements it demands from the appointee. It is best to base the medical examination to aspects relevant to the job. It is advisable not to gather information irrelevant to the job requirements there by respecting the privacy of the individual.

2.3 Types of Appointment

Each HEP is to develop the categories of academic staff positions that may be appropriately designated as full-time, part-time and contractual appointments. Appointments may be made in an institution and a department or its functional equivalent, or a

specified research or programme unit. An appointment is to be limited to an operational area specified at the time of the appointment and may not carry rights beyond that limitation.

2.3.1 Full-time

Full-time appointment or permanent appointment, ending at retirement age, is employment where the academic staff works the full number of hours according to policies adopted at each HEP. The obligation inherent in full-time service, in academic life, is difficult to define since it envisages far more than a specified number of hours per week. Academicians who hold full-time appointments at the HEP are expected to devote a major portion of their academic and professional energies, and time in fulfilling the HEP's mission where it implies a continued interest, loyalty and first responsibility to the HEP. Full-time appointment comes with benefits such as annual leave, health insurance and salary progression, subject to an annual assessment of performance, that are not typically offered to a part-time or contractual appointment.

2.3.2 Part-time

Part-time appointments are employment that involves the duties and responsibilities of a full-time academic staff but with a reduced load. In some instances, a part-time faculty appointment may present a potentially conflicting obligation to another employer. In a situation, where a person who holds a full-time appointment with another employer is considered for appointment as a part-time academic staff, it would be courteous to obtain the consent of the other employer.

2.3.3 Contractual

If essential to the HEP's recruitment, the employment will be made based on contract terms specified in the letter of appointment. Contractual terms are renewable at the option of the employing HEP and carry no expectation of re-employment beyond the stated terms. An academic staff member in a new appointment may be given a period within which the employee may be dismissed, without appeal, at the discretion of the appointing authority. This period of engagement is not deemed to be a probationary appointment.

2.4 Academic Positions

2.4.1 Instructor, tutor and assistant lecturer

The staff contributes to the teaching effort of the academic unit to which he is attached and, generally, also undertakes administrative duties primarily relating to his teaching. Furthermore, the staff is expected to engage in some research studies, provide non-academic services to the academic unit or institution, and undertake professional activities. In this appointment, the staff is expected to engage in activities to develop and enhance his or her teaching, and research and professional expertise relevant to the discipline or profession.

A bachelor's degree or higher qualification or an extended professional degree or a postgraduate diploma appropriate to the related fields or discipline areas is to be considered. The qualification needs to be from a HEP that is recognized by the Government or of any other equivalent qualification.

2.4.2 Lecturer and senior lecturer

Teaching is carried out at both graduate and undergraduate levels. The staff is expected to contribute and participate in joint activities at the academic unit to which he is attached and will undertake administrative duties relating to his teaching. He is suggested to engage in the department's research agenda, contribute to publications and their development, provide services to the academic unit or institution such as subject coordination, and undertake professional activities outside of the institution. The staff is also expected to carry out scholarly activities to develop or enhance teaching, professional expertise relevant to his profession or discipline area of study through individual and collaborative research. Experienced staff will provide assistance and support in such academic endeavours.

A master's degree or an appropriate higher qualification in any one of the related fields or discipline areas which is recognized by the Government or of any other equivalent qualification is to be considered. An academic staff appointed from the profession or industry as a lecturer will need as a minimum an undergraduate degree and relevant work experience. He should also be provided with pedagogical training deemed appropriate by the institutions following an appointment.

2.4.3 Associate Professor

The staff member is expected to make significant contributions to the teaching efforts of a Programme or Department or School or an interdisciplinary area. He should also be able to demonstrate ability to sustain a highly productive and interactive research programme in the area of his discipline or professional activities, and to provide a general degree of leadership to junior academic

staff. An associate professor will be expected to establish and facilitate collaboration with the administration of the academic unit and to the development of academic initiatives, including coordination and evaluation of subjects and/or courses of study in his discipline or profession. The staff will be expected to contribute, in a substantial way, to the governance and collegial life of the campus, and be engaged actively in community activities.

A doctoral degree in any of the related fields or discipline areas which is recognized by the Government is suggested. Any other equivalent qualification of good standing can also be considered appropriate.

2.4.4 Professor

A staff who is recognized as an expert in his discipline or profession may be appointed as a professor in recognition of this distinction. An academic at this level will be required to make outstanding contributions to the teaching, research, administration and all other activities in his academic unit or interdisciplinary area. He will be expected to be highly innovative and creative, and provide leadership in creating a vibrant research culture and promoting internationalization that delivers and make significant contributions towards the advancement of his discipline or profession. A professor will contribute, in a substantive way, to the governance and collegial life of the academic unit and the institution. He is required to have and demonstrate strong leadership, cooperation with other members of the senior management team, innovation, entrepreneurship, teamwork and maintain close liaison with staff of the faculties and institutes as well as student research interest groups and non-higher education stakeholders.

A doctoral qualification in any of the related fields or discipline area which is recognized by the Government or any other equivalent qualification is proposed. In addition, a record of academic achievement of national or international standing through outstanding contributions, including academic leadership to the scholarship of teaching and / or research/creative work or professional activity, is considered appropriate.

2.4.5 Distinguished Professor

A staff at this level would have attained recognition as an authority in his discipline or profession and, concurrently, achieved distinction for his scholarship and research achievements at national and international levels. A Distinguished Professor will make outstanding contributions to the activities of his academic unit and has the responsibility of providing strong leadership in teaching, research, management, course development, services and professional involvement in the area of his expertise or related interdisciplinary areas. In research, a Distinguished Professor will be expected to make significant contributions towards the advancement of the discipline, evidenced by research and development (R&D) activities and publications in internationally recognized journals. A Distinguished Professor will be expected to provide support to senior staff and to supervise students in scholarly activities. He will contribute effectively to the governance and collegial life of the institution, and be actively engaged in collaborative community efforts in the discipline or profession. A Distinguished Professor will be expected to be highly innovative and creative, and provide leadership in creating a vibrant research culture and promoting internationalization that delivers and makes significant contribution towards the advancement of his discipline or profession. In the area of internationalization, he will be

responsible for directing strategies for increasing the number of international students studying at the HEP and liaising with partner institutions for the purpose of staff and student exchange, collaboration in research and teaching, and other initiatives of mutual interest.

A doctoral qualification in any of the related fields or discipline area which is recognized by the Government or any other equivalent qualification. In addition, a record of academic achievement of national and/or international standing through distinguished contributions, including academic leadership and contribution to the scholarship of teaching and / or research / creative works or professional activity, is appropriate.

2.5 Terms and Conditions of Service

2.5.1 Salaries

Conditions of employment in Malaysia are governed by the country's labour laws. All employers are expected to adhere to the minimum conditions stipulated in these laws and their regulations. Public-funded institutions are expected to observe conditions of employment applicable to public service employees. Recent changes in the governance of selected public institutions permit them to apply some deviation from such conditions; basic terms of employment, however, within the ambit of civil service regulations.

The employment agreement should normally set out the employee's basic salary and allowances. Academic staff is normally paid in accordance with the salary determined, from time to time, by the HEP. The award of any normal increment is a management decision of the HEP. Unless it is specified in a different manner, notification for the award will be included in the letter of appointment. In the case of

an upgrading or promotion, the award of an increment is unaffected unless notified in the letter offering the revised appointment. The HEP pays the salary of an employee who has given proper notice of resignation until the last day of service, including a weekend or a public holiday.

2.5.2 Other Benefits

Employment conditions prevailing in Malaysia require employers to provide other benefits for their staff, besides their wages. These benefits constitute a direct additional incentive with the purpose of improving quality at work and in life. Some of these benefits are either mandated by labour laws or non-mandated at the discretion of the employer. The mandated benefits include annual or vacation leave, replacement leave for work at weekends and public holidays; paid maternity leave; and contribution to a pension or Employees Provident Fund (EPF) and the Social Security Organization fund (SOCSSO). The non-mandated benefits are sabbatical, conference, research and study leave. They also include additional life and other insurance, education, housing and transport allowance, on campus crèches and preschool arrangements, staff recreational facilities, cafeterias, and medical centres and clinics.

All benefits come under the purview of the Human Resource department of the HEP. This department, though not responsible to draft policies, is expected to administer the policies in a fair and firm way. It also has to take the responsibility for communicating the policy to all staff with continuous updating as and when the policy changes.

2.5.3 Probation

An academic staff is normally required to undergo a probationary period, depending on whether he will successfully complete the training programme to be conducted. The appointment will be confirmed by the HEP at the end of this period, subject to satisfactory service. However, the appointment may be terminated, subject to notice, at any time during the probationary period of service. In certain situations, where deemed appropriate, the HEP may extend the period of probation.

2.5.4 Work duties

The employment agreement can include the title of the post for which the employee is being recruited and a general statement of his or her primary duties. He is expected to undertake teaching, research and administrative duties as agreed with his Head of Department. Full-time academic staff should make provision of a reasonable period of time in the discharge of duties associated with the post in the HEP. Members of staff are permitted to accept any related external consultancy work and community services or professional appointment with the approval of the Head of Department as long as it does not interfere with the duties of the appointment and does not conflict with the policies of the HEP.

An academic staff will be encouraged to pursue advanced study and/ or research and, subject to the current regulations, may register for a higher degree.

The services of a part-time or contractual academic staff are for a reasonable period of time where hours, as specified, are necessary to carry out the duties associated

with the post on a basis as indicated in the letter of appointment.

2.5.5 Appraisal and promotions

An academic staff is appraised annually. Annual appraisals may also be used when staff are considered for promotion. The responsibility for performance appraisal rests within the Department or School which will provide details of the procedures to be followed. With promotions, the final decision is made by the management or a committee of the HEP in accordance with its constitution. Details of the promotion criteria are given in Section 3.0 on Management of Academic Staff.

For part-time or contract staff, he will also be appraised annually. However, the salary review or promotion is subject to change, depending on the final decision of the management of the HEP.

2.5.6 Vacation and other leave

(a) Annual leave

Annual leave is a benefit given to every staff for his well-being and also to improve staff productivity and efficiency. The leave entitlement includes public holidays, statutory days and special events, the latter depending on the operating system of the HEP.

Annual leave (sometimes called vacation leave) is leave accrued each month by all eligible, monthly-paid staff and may be used in accordance with department and HEP policy for such reasons as:

- Personal time
- Illness
- Emergency care rendered to family

The conditions under which an employee accrues and may use annual leave are specified by the terms of the employee's employment programme or collective bargaining agreement.

For all employees, leave accrues at the end of the month in which it is earned and is available for use by eligible employees in the following month.

For part-time and contractual staff, the holiday entitlement will be calculated based on the actual hours of work provided. Statutory days may only be paid when the day(s) in question coincide(s) with the normal working day(s).

(b) Sick leave

Paid sick leave is given to staff who cannot report for duty after being confirmed by a medical officer or a medical board or a panel doctor that he is unfit to carry out his duties. The staff member who is unable to undertake his duties due to illness is expected to contact his Department as early as possible on the first day of the sick leave. Furthermore, any other departmental arrangements for reporting absence are also to be followed.

(c) Maternity leave

Maternity leave is a benefit accorded to female staff. The actual number of days of maternity leave approved is subject to an agreement between the staff concerned and management.

Part-time and contract staff are not entitled normally to full pay. However, it will depend on the consideration

and discretion of the HEP. In public HEPs, contract staff are provided full-pay maternity leave.

(d) Sabbatical leave

Sabbatical leave, a privilege rather than a right, is granted to eligible academic staff for various reasons. Such leave will strengthen and advance academic research, enhance qualifications and professional activities, and facilitate the enhancement of teaching experience. In public HEPs, for example, sabbatical leave of nine months is normally granted following a service period of five years.

Other types of leave which can be considered by an HEP are those provided for undertaking research or participating in a conference.

2.5.7 Notice period

Any staff leaving a HEP is not permitted to take more than the approved number of days of annual leave for the year. Any staff who has teaching or other responsibilities involving students will be required to give notice such that he will leave at the end of a term or semester. For part-time and contract staff, the notice period is the same as that of permanent staff, unless stated otherwise.

2.5.8 Retirement

The age for an academic staff to retire and the retirement benefits depend on the scheme under operation at that point of time. However, the HEP may extend the period of service of an individual academic staff. Any extension will, however, depend on the period of time stipulated in the letter of appointment.

For part-time and contract staff, their services may be extended based on the provisions contained in the appointment letter that may be revised from time to time, if considered necessary.

2.5.9 Equal opportunities

The recruitment, management, development and provision of services to academic staff are to be undertaken without any form of discrimination (e.g. gender, age, disability, race, ethnicity, religion or belief, sexual orientation, membership of societies and nature of contract). Citizen and non-citizen academic staff are given equal opportunities at work and will be expected to meet the highest standard of good practices in teaching, research, publications and other activities.

2.5.10 Health, environment and safety

The HEP has a responsibility to provide a safe, healthy and conducive work environment to enable academic staff to carry out their roles and responsibilities effectively and efficiently. Compulsory provisions for health and safety are required by law; such laws are enacted and governed by national, state and local authorities and compliance is required. Notwithstanding, HEP should allocate a specific insurance scheme besides ensuring that staff observe good practice in maintaining safe environments through additional provisions such as rigorous security and safety arrangements and regulations, conducting periodic awareness campaigns and [fire] drills, instituting non-smoking regulations in enclosed premises and, generally, creating environmental consciousness.

3.0 MANAGEMENT

3.1 Roles and Responsibilities

Academic staff should be deemed to be a valuable asset of HEPs. They play an important role in educating the students and hold many responsibilities. Their roles are not only limited to academic functions but also extended to a varied range of tasks. In this context, the roles and responsibilities of academic staff may include teaching, student supervision, research, consultancy, publication, administration and service to society.

3.1.1 Teaching

Academic staff are required to prepare and deliver lectures, conduct tutorials and supervise practical classes. In ensuring that learning outcomes are achieved, he is expected to prepare assessment methods which may include tests, quizzes, assignments, projects and examinations. It is also his duty to assess and evaluate the academic performance of the students as well as compile and submit assessment results. Academic staff may also be appointed as student advisor or academic advisor on academic matters and student activities.

3.1.2 Administration

It is likely that academic staff will be involved in administrative work at the department, faculty or institution levels, including the preparation of documents such as budget proposals, reports and strategic plans. In addition, he may be involved in other administrative functions such as marketing or promotional campaigns, contributing to faculty committees, organizing activities, and overseeing quality assurance of programmes and their continuous improvement.

3.1.3 Research

Members of academic staff are encouraged to engage in research activities. This may include preparation of research proposals, either individually or in groups. The various tasks involved in this process include monitoring and supervising of research staff, collecting and analyzing data, writing, submitting and publishing papers, and attending conferences and seminars, including paper presentation.

3.1.4 Consultancy

Encouragement is given to academic staff to undertake consultancy work either on an individual or group basis. The award of consultancy work is yet another form of recognition of staff expertise. Consultancy work can be undertaken at the national level, for example, as advisor to Government agencies, or on an international level where the sponsorship is from organizations such as The World Bank and the Association of Commonwealth Universities.

3.1.5 Publication

Academic staff members are encouraged not only to undertake research studies but also to publish their findings in refereed journals. In some HEPs, academic staff are encouraged to publish in ISI (Institute for Scientific Information)-indexed journals or Scopus, a database for academic publishing.

3.1.6 Postgraduate supervision

Supervision of postgraduate students constitutes an important task of academic staff in HEPs. Details on postgraduate supervision are given in Item 4.2 under Section 4.0 Development.

3.2 Code of conduct

Members of academic staff are expected to perform their duties and responsibilities with integrity, efficiency, diligence, fairness and honesty. It is also expected that academic staff will act appropriately in their dealings with students, colleagues, the management, the HEP and members of the society. As role models to students, academic staff conduct has to be exemplary. In discharging their duties, academic staff will be bound normally by codes of conduct adopted by their respective HEPs and/or any existing acts/constitution/rules and regulations.

3.3 Harassment at work

The HEP aims to maintain good working relationships among staff and students. Acts of sexual and racial harassment will be treated as very serious matters for disciplinary action. Anyone found to have subjected another staff, student or visitor to such behaviour is liable for investigation, and the appropriate penalty and punishment meted out when found guilty in accordance to the relevant policies of the HEP.

3.4 Appraisal by peers and students

Staff appraisals are regular, often annual advisory and support discussion between staff members and management, which also reaches agreements about objectives and the achievement of targets. The staff appraisal provides the opportunity, in a systematic and structured way outside of every-day working routine, to discuss matters that support and advance target-oriented cooperation. In the staff appraisal, members of staff have the opportunity to talk about the organizational objectives and to define their contribution to the achievement of those objectives. Management personnel have the opportunity to discuss the objectives with the members of staff and to establish the respective contribution of the member of staff to the overall objective. In the staff appraisal, members of staff have the opportunity to define their tasks, to present their work and to receive

feedback on their job performance. Management personnel have the opportunity to redefine tasks, to recognize and pay tribute to the performance of staff members and to provide feedback. The appraisal of academic staff may also include peer and student evaluation of the staff's performance.

The principles behind appraisals include a desire by the organization to support the holistic growth of an academic staff in promoting positive attitudes, knowledge and relevant skills. Appraisal systems are only as good as the instruments used for such purposes which should include aspects of the 'whole person', not just the relevant work skills. The assessment criteria may include aspects such as key job responsibilities, relevant competencies, leadership skill, team work, personality, contribution to research, scholarly publications and peer acknowledgement.

Preparation and the conduct of appraisals will normally involve two parts. The first is a self-assessment and the other for assessment by his superiors. If there is more than one superior making the assessment, he shall be of a higher status than the applicant. The assessment made by superiors is to be communicated to the staff so that it serves as the basis to set targets for self-improvement and development. In an ideal situation during the appraisal process, the academic staff is briefed and managed by a member of the staff who is trained and qualified to lead the process and receive feedback. Such briefing should be comprehensive, constructive and supportive with the opportunity to discuss the staff member's contribution and development.

Peer assessment as part of an appraisal arrangement is gradually gaining acceptance in higher education. Such an assessment may include classroom observations which, at times, could be perceived as intrusion into academic freedom. There is a need to train assessors on the proper etiquette and, simultaneously, sensitize the assessed person of the purpose of such observations. Peers and

colleagues may also review programme materials, for example, syllabi, assignments and activities. When done with sensitivity and respect, peer assessments assist HEPs in providing a high quality educational experience for their students. Peer assessment encourages academic staff to reflect on the effectiveness of their own teaching by identifying their personal development needs and weaknesses. It enables them to put in place action plans for remedy as well as disseminating good practices.

Student assessment of academic staff is both an integral and necessary part of most staff appraisal schemes. Though at times this may be perceived as unjustified by some, good practice in higher education and public accountability of the processes require such appraisals as mandatory. Such appraisals take into account the quality of curriculum and content, instruction and assessment of courses. The purposes of these assessments are to provide academics with immediate feedback at the end of every semester on how a particular course has been presented in its delivery as well as how well the mentoring was conducted.

3.5 Promotion

All HEPs must encourage staff to seek promotions in a timely manner. The prime objective of providing opportunities for promotions is to motivate and retain quality staff. HEPs should aim to provide academic staff with access to a promotion scheme that focuses on demonstrated accomplishments across areas such as teaching, research, publication, consultancy and services to and outside the institution. HEPs have a responsibility to inform academic staff of the criteria of promotion, the weighting given for each criteria and the promotion process itself.

A fair and transparent system of promotion relies on a clear set of criteria for promotion which will include an objectively weighted basis of the staff member achievements and contributions to teaching, student supervision, research, consultancy, publication,

administration and service to society. Guidelines formulated by the Education Ministry on criteria and their respective weightages are a helpful framework for HEPs to design their own, based on factors considered most suited for their respective institutions.

3.5.1 Promotion processes

Procedures for promotion should be fair, transparent and consistent with both national and institutional policies on equal opportunities. It is important, therefore, for HEPs to ensure that staff who are being considered for promotion are not treated less favourably on the grounds of their gender, age, disability, race, ethnicity, religion or belief, sexual orientation, membership of societies or by the nature of their contract. Whilst decisions on promotion will be based on individual ability and performance against the pre-set criteria, it is good practice to take into account the impact of special specific individual circumstances such as absence due to maternity, paternity, parental or adoption leave, caring commitments, part-time or other flexible working arrangements. Good practice will require the following of a sequence of activities leading up to a promotion exercise. Broadly, this is a process that proceeds through several stages. Generally, HEPs should adopt steps that will go through at least six discrete stages, and they are as follows:

- (a) Announcement: The responsibility to announce a promotion exercise falls on the HR department of HEPs who should seek advice from Deans and Heads of Departments (HOD) on the nature and other specifics pertaining to the exercise. These are normally circulated using both the electronic and non-electronic media to all parties.
- (b) Appointment of promotion panels: Promotion panels are appointed – the composition of which will vary

according to the level of the post and usually to ensure and fair adherence to policy, a representative of the HR department will be present and provide the appropriate secretarial support.

- (c) External Assessment: Most universities seek to receive a view from external assessors appointed by the university and who are provided details and expectations of the Department/University and also, at the same time, details of the applicants' personal and professional data. Views of external assessors contribute to the decision-making.
- (d) Interview and selection: If there are more than one contender for the post and depending on the numbers, a short listing of applicants may be required; this is normally done by HR on the advice of the HOD. The promotion panel interviews the short-listed candidates. Such interviews serve a multiplicity of purposes besides clarifying information submitted by the candidate. They also serve to make judgments on the readiness of the candidate to assume the responsibilities associated with the higher post.
- (e) Communicating outcomes: Results of the exercise are communicated to the successful candidate first, followed by a public (university wide) announcement. It is always good practice to also inform the unsuccessful applicants and provide counseling, if requested, on how they can prepare themselves for future opportunities.
- (f) Appeal processes. Many HEPs are putting in place appeal processes but such processes require deep thought on how best they can serve the university and the various parties.

3.6 Rewards

Increasingly and with aggressive competition all over the region to recruit and retain good academic talent, HEPs are beginning to provide incentives of cash and kind besides the regular remuneration. The purpose of such reward arrangements includes a desire to recognize excellent performance and achievement, motivate, maintain and improve the performance of especially academic staff, as well as acknowledge and appreciate excellence. Rewards need not be purely monetary, though this is important. Non-monetary rewards in the form of Certificates and Letters of Appreciation, book vouchers as well as meaningful gifts are similarly valued by employees.

3.6.1 Guiding principles

For reward systems to serve the purposes they are meant for, observing a few basic principles is important. These will include openly published information on the criteria for conferring rewards (e.g. the annual performance appraisals, length of service, scholarly publications in refereed journals, excellence in teaching and research, active participation in HEP activities and exemplary leadership), types and nature of rewards, the selection of individuals for conferment of rewards (e.g. through a selection committee) and fairness that is published, observed, seen and respected.

3.7 Disciplinary policies and procedures

The purpose of disciplinary policies and procedures is, firstly, that a policy is required to ensure that all employees and especially academic staff know what is expected of them in terms of behaviour, conduct and standards of performance in carrying out their responsibilities as teachers and staff of a HEP. Secondly, the purpose behind designing procedures to buttress the implementation of the policy is to provide a formal means of helping and encouraging academic staff to achieve and maintain acceptable

standards of conduct, attendance and job performance. Furthermore, the procedures are also designed to enable individual cases of misconduct or underperformance to be resolved fairly, consistently, transparently and in a timely manner. At every stage of the procedure, the employee will be kept advised and informed of the nature of the complaint against him. At the same time, an opportunity will also be given to hear his side of the story. All employees must also be informed of the boundaries within which the policies apply (e.g. misconduct outside of campus).

3.7.1 Administration of disciplinary policies and procedures

Policies and procedures associated with discipline and infringements are communicated to staff through a staff handbook which is given at the start of their employment with the HEP. Increasingly, HEPs are also using their institution's staff web portals to ensure that staff are aware of these policies. Included in the published documents will also be the contact persons of the department vested with the responsibility for managing disciplinary matters.

3.7.2 Approaches to disciplinary issues

It is likely, at some time or another, infringement of discipline will occur – incidences of this nature are unavoidable. All HEPs must have guidelines as to the most appropriate form of dealing with such infringements. Circumstances around any infringement are unique to the situation and HEPs are well advised to apply different approaches. Depending on the circumstance, HEPs have and can use corrective or punitive measures such as counseling, verbal warning, formal written warning, fines suspension without pay, pay reduction and/or demotion, reduction in job status and, ultimately, termination of services.

3.7.3 Disciplinary procedures

Disciplinary procedures should be fair, open and just. These procedures should be designed, created and formally approved by the highest policy-making bodies of the HEP. They should stand judicial scrutiny and be compliant with the nation's regulations pertaining to such matters. Disciplinary procedures typically will begin by the creation of a disciplinary committee or board. Some institutions have a standing board formally established to conduct proceeding looking into a violation of the rules, regulations and standards of the HEP, while others create committees to investigate a particular breach. Such committees are chaired by a senior member of the academic community and populated by peers. The Board or Committee will be guided by a set terms of reference which will include, among others, the following:

- (a) deliberating the types of misconduct and levels of disciplinary actions;
- (b) establishing the method of investigation;
- (c) formulating methods in the conduct of hearing sessions;
- (d) documenting the outcome and findings of hearing sessions; and
- (e) finalizing and documenting the written decision of the committee or board on the misconduct investigated, examples being verbal warning, suspension or termination.

All documents arising out of the enquiry will be treated with utmost confidentiality whereby privacy of those affected is protected. Provisions will also include appeal mechanisms.

4.0 DEVELOPMENT

HEPs policies, values and traditions reflect their culture. In terms of staff development, this culture is demonstrated by the manner in which it values individuals and gives it the level of priorities for staff to transform professional practice and enhance job satisfaction. It is necessary for and expected of HEPs in Malaysia to undertake sound academic staff development involving research, scholarship and pedagogy for the nation to progress its higher education towards greater world class standing. There is no single definition to capsule all that staff development is or should be. It is a complex concept.

Staff development programmes are required for academic staff to respond to and keep abreast of the rapid changes that are taking place around them, necessitating in refreshing course curriculum as well as skills in meeting the demands of a new generation of learners. Staff development programmes are designed for collective as well as for individual purposes. As practised, staff development refers to the process whereby employees of an organization enhance their knowledge and skills in directions that are advantageous to their role in the organization. As such, the institution has the responsibility of facilitating the development of high-quality academic staff whereby their progress is monitored and appropriate intervening measures introduced which meet individual and institutional needs.

There are many aspects to staff development and these cover the various demands institutions make on their staff. Some of the major aspects include:

4.1 Upgrading of academic staff's qualification

The HEP has to be committed to the upgrading of the academic qualification of its staff. Some of the measures to be taken include provisions for study leave to pursue further or advanced post graduate qualifications and in-service training that aimed at enhancing the quality of academic staff and needs to be relevant, practical and technology-centered. The purpose of in-service training is to strengthen and reinforce academic staff with updated

and critical knowledge and skills in order to enhance their capabilities for individual and institutional success. In-service training in teaching and learning, research and publication, information and communication technologies, management of people, resources and leadership are continuously required as our understanding and knowledge of the fields continue to advance. The table 1 is illustrative of training focus in the above areas.

Table 1: Training Aspects

P U R P O S E A N D M E T H O D S	TRAINING ASPECTS				
	TEACHING & LEARNING	RESEARCH & PUBLICATION	INFORMATION & COMMUNICATION TECHNOLOGY (ICT)	MANAGEMENT	LEADERSHIP
	<ul style="list-style-type: none"> • Ensure the quality of teaching and learning • Improve teaching skills • Reflective practice through feedback mechanisms • Workshops, seminars, formal certificated programmes and roundtables. 	<ul style="list-style-type: none"> • Improve and enhance advance research skills in chosen disciplines • Improve analytical and critical writing skills to articulate and disseminate research findings • Training workshops in advanced skills and methods • Mentoring • Attachments to cutting-edge laboratories and 'thought' incubators • Report writing and language training • Conference and seminar participation • Networking skills • Incentives and rewards 	<ul style="list-style-type: none"> • Enhance skills to utilize the full potential of technologies for teaching, learning, research, access to dissemination of knowledge. • Ensure familiarity with the new learning technologies and pedagogies through on line e-learning and electronic media • Training workshops, both formal and non formal • Seminars, workshops and peer-to-peer learning 	<ul style="list-style-type: none"> • Principles of educational and people management skills such as knowledge management, team building, mentoring, budgeting, clear and concise report writing, academic counseling and motivational skills • Workshops, simulation and role play. 	<ul style="list-style-type: none"> • Essential leadership skills are required at many different levels in an HEP. This starts at the level of the CEO and percolates to the head of a research team or group. The generic skills required are: <ul style="list-style-type: none"> ◦ Team management ◦ Strategies ◦ Problem solving ◦ Decision making ◦ Project management ◦ Time management ◦ Stress management ◦ Communication ◦ Creativity techniques ◦ Training through workshops, seminars, role play, retreats and formal programmes

4.2 Supervision of Postgraduate Students

As part of the development framework, academic staff need to develop their skills on the supervision of postgraduate students. This also constitutes a part of enhancing the research culture in a HEP. Selecting, supervising, mentoring, guiding, supporting and counseling one's postgraduate ward requires both a knowledge of the field of study as well skills to undertake all of the responsibilities listed above besides being familiar with all the rules, regulations and ethics of the university on research.

4.2.1 Principles and policies

The supervisor is responsible for training of the postgraduate student in research methods specific to the research topic while maintaining regular contact with the candidate and providing constructive feedback. Prompt comments on drafts of a proposal and thesis are expected of a supervisor. Furthermore, a supervisor is encouraged to participate in programmes that will lead to improvement of his supervisory skills.

4.2.2 Role of a supervisor and co-supervisor

The role of the main supervisor is to discuss and agree on a research topic with the postgraduate student, advise on the preparation of a viable research proposal and appropriate time management of studies and research. A co-supervisor may be appointed only where appropriate.

4.3 Mentoring and Formative Guidance of New Academic Staff

As part of an academic staff-development framework, mentoring of new teaching staff needs to be considered. The key to the successful implementation of a mentoring system is sound preparation, including the planning and design of the system, an effective communication

strategy and regular feedback channels put in place with a readiness to adapt as and when necessary. Mentoring is commonly used as a method of transferring specific skills, knowledge and norms to staff as a component in staff familiarization or induction. Best practices indicate the need for mentoring that encourages mutual learning within the mentor-mentee relationship as well as the desire for development in support of the goals of a HEP.

Mentoring is defined as a formal or informal relationship that is a valued element as part of a staff development framework in a HEP. The process focuses primarily but not exclusively on staff induction and career mentoring. Therefore, there is the professional emphasis on induction as part of a staff familiarization process within a HEP. Supervisors and heads do not have a direct role in the mentoring relationships arranged for their reporting staff members. Mentoring does not substitute for good quality performance management or all other forms of training and staff development activities.

A successful mentoring system will depend substantially on the local context and purpose for establishing the system. Small units or schools in the HEP which would like to provide mentoring support but lack adequate resources are encouraged to establish a joint or pooling system with another provider or several other schools or faculties, where practical. Both the mentor and mentee need to consider the timeframe that they have available for and are willing to devote or commit to the mentoring relationship, the frequency of meetings like fortnightly or monthly, and availability of other means of contact, for example, email and telephone. For the career mentoring aspect, the system may incorporate a structure of contents which allows senior academic staff, for example, the mentors to provide and demonstrate to the new academic staff the necessary guidance in the following aspects:

- (a) Teaching methods
- (b) Lesson plan schedules
- (c) Curriculum and course development
- (d) Accreditation policies

- (e) Course delivery
- (f) Counseling
- (g) Assessment
- (h) Communication skills
- (i) Problem-solving skills
- (j) Research skills
- (k) Quality assurance processes
- (l) Administrative service to the HEP and community (e.g. student counseling on Open Day)

As for the non-academic aspect of staff familiarization, the new staff member is encouraged to be matched with a peer, either through a formal or an informal system. He or she may be someone who has worked at the HEP for some time and who will be able to support the new staff in settling down at HEP, familiarizing and inducting the neophyte academic into the institution's culture and traditions, facilities, other resources, and being generally helpful.

4.4 Professional Development

The HEP is to be committed in providing the academic staff with continuous development opportunities so as to remain competitive and optimize the effectiveness of both the academic staff and the institution as a whole. An effort can be made to deploy various mechanisms and the required procedures to facilitate the professional development and career advancement of academic staff.

Professional development basically refers to activities carried out by the HEP to enhance both the teaching and learning capabilities of academic staff members. Activities within professional development are to be targeted at the various focus service-areas or roles defined for an academic staff member. The activities can also facilitate the academic staff members in meeting the requirements for their respective professional membership.

The HEP is to have various mechanisms put in place to allow the academic staff to be engaged in professional development activities that will lead to career advancement. These mechanisms may include professional membership and subscriptions, conferences or discipline-related workshops, and industry placement.

5.0 PROFESSIONAL SERVICES

During the last thirty years or so, knowledge has become the principal vehicle to create responsible citizenship and competitive economies. Building a strong university in the knowledge economy therefore requires taking on the responsibility for securing and promoting the use of valuable knowledge assets to generate both social and economic value. In order to successfully fulfill this responsibility, capabilities for implementing a holistic and strategic approach to managing and disseminating knowledge is needed to integrate a range of activities to build a complete knowledge triangle made up of the community, industry and university at the management level as well as among individual researchers.

Malaysia is transforming its economy driven by knowledge and innovation. In fact, both are listed as amongst the high priority items in the nation's development agenda. The knowledge economy poses a number of challenges for our HEPs in their role as creators and providers of knowledge. HEPs, invariably, are expected to be central partners in strategic research arrangements with peer institutions and industry, creating industry clusters and delivering new innovations through spawning business and manufacturing enterprises. They are also required to play a critical role in contributing to various government arrangements to build a knowledge- based, cohesive and economically productive citizens. To achieve the goals of engaging the community beyond teaching and research, professional and structured activities are needed in the same way as education and research activities are an integrated part of the university setting. Implementing a professional and structured approach will allow the university to act as a driving force for creating value across the greatest range of both commercial and non-commercial uses by balancing and facilitating the utilization of knowledge assets across as innovators, transformers, facilitators and incubators of ideas and 'thought'.

5.1 Purpose

Structured Professional Services serve a multiplicity of purposes but, essentially, it provides a window for the HEP and its staff to share their expertise with the community at large, increase the capacity building of the community with minimal expenses and maximizing all available

resources such as knowledge and resources of and with the private sector, enhance community knowledge through training, technical assistance and technology transfer, strengthen the HEP's efforts to assist the community in strengthening further their economic status and, at the same time, using the HEP's capacity in enhancing national economic growth.

The Table 2 is illustrative of the families of structured professional services that HEPs can provide:

Table 2: Structured Professional Services

STRUCTURED PROFESSIONAL SERVICES			
INCUBATION CENTRES	CONSULTANCY SERVICES	SOCIETAL ENGAGEMENT	ACADEMIC SERVICES
<p>These are centres for creative innovation of design products and technologies. They either self initiated by the HEP or done In collaboration with government, industry and business.</p>	<p>These are services provided for a fee or <i>pro bono</i> depending on the client and the nature of the services. These are carried out by individuals in their own capacity or collectively through specialized agencies set up by the HEP.</p>	<p>These engagements take a variety of forms, from extension services say in agriculture or health, participating in committee structures for public good, and in community education efforts (e.g. literacy classes) and extra mural departments.</p>	<p>These are services provided for and to the academic community. Such services include holding office in professional associations, editing journals, organizing conferences and symposiums, being external examiners and moderators.</p>

5.2 Guiding Principles and Policies

Principles and policies pertaining to extension services should be in line with the vision and mission of the HEP. Initially, the guiding principles and policies can be formulated by a committee of experienced academic staff based on the contribution and on the feedback of colleagues in the HEP. When a consensus has been reached, not only in relation to principles but also to action plans, they are to be discussed further at higher management levels and, finally, incorporated in the strategic plan of the HEP for documentation and direction in the provision of professional services. In sharing the principles and policies of professional services with academic staff, the HEP is to emphasize the need to collaborate with professional associations to enable greater professionalism and quality of work.

Ideally, the HEP is to identify key areas which are strengths of the institution and others that are needed in the community so that the private sector can be drawn in to support such initiatives. Once this is accomplished, a set of criteria can be drawn up and used to assess the services offered by the academic staff. Typically, a responsibility centre is set up to check on compliance of the work of academic staff, based on the HEP's policy and legislation, appropriate costing models, and reporting of the professional activities.

6.0 CONCLUDING REMARKS

It remains for us to remind the users of this guide that the focus is on the basics governing academic staff in HEPs, both public and private, and in relation to the requirements of COPPA and COPIA. Given the diversity in the range of HEPs, from Accelerated Programme for Excellence (APEX), research universities and to tuition providers as in professional accountancy programmes, it is nigh impossible to establish guidelines that will cover all circumstances of recruitment, management, development and professional services of academic staff. Thus, each and every HEP is given sufficient flexibility to establish its own policies and practices for academic staff that are appropriate for the level of development reached and the extent of resources made available.

It is emphasized that the overall objective of the Guidelines is to provide sufficient assistance that will enable personnel in HEPs to comprehend and meet with the requirements of benchmarked standards for academic staff as stated in COPPA. The attainment of first benchmarked standards and second enhanced standards for academic staff will facilitate the development of a culture of educational excellence in Malaysian HEPs.

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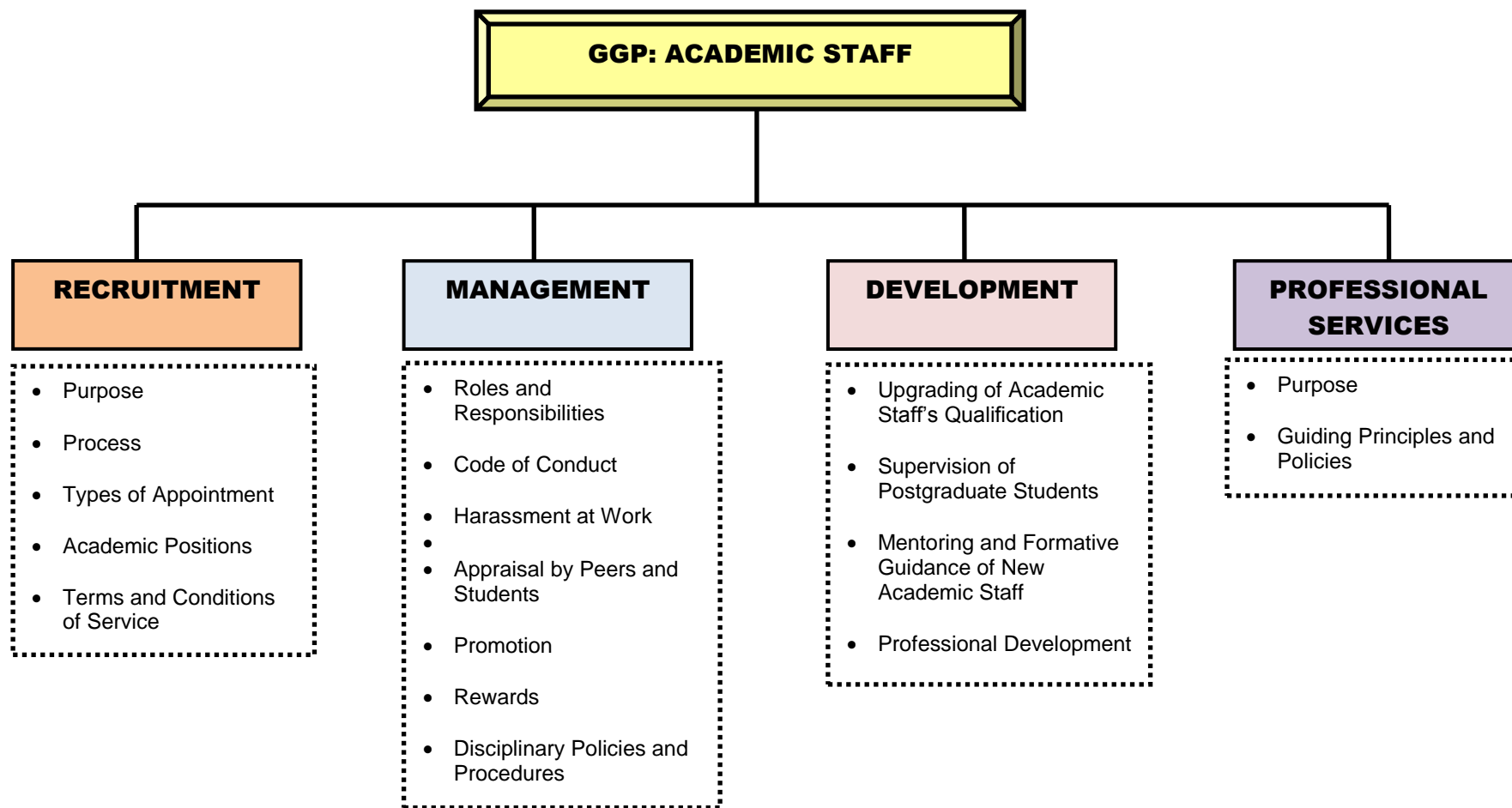
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Appendix 1: Panel Members

No.	Name	Institutions / Organizations
1	Abtar Kaur (Professor Dr.)	Open University Malaysia
2	Andrea Sim Siok Hui	Swinburne University of Technology
3	Gabriele Ruth Anisah Froemming (Dr.)	Universiti Teknologi MARA
4	Henry Wong Mum Kwong	PJ College of Art and Design
5	Ida Madieha binti Abd. Ghani Azmi (Professor Dr.)	University Islam Antarabangsa Malaysia
6	Ismail bin Mohd Rashid	Ministry of Education
7	Justin Xavier A/L Batinadan (Dr.)	Kolej SRI@
8	Leong Yin Ching (Professor Dr.) - Chairperson	HELP College of Arts and Technology
9	Meor Mohammad Fared bin Meor Razali (Associate Professor AR)	Universiti Putra Malaysia
10	Mohamed Ali bin Abd. Rahman (Dr.)	Ministry of Education
11	Norilah binti Salam	Universiti Malaya
12	Zainab binti Ahmad	Jabatan Pengajian Kolej Komuniti
13	Zainal Abidin bin Abu Hassan	Ministry of Education
14	Zakaria bin Kasa (Professor Dr.)	Universiti Pendidikan Sultan Idris

Appendix 2: Sub-areas: Recruitment, Management, Development and Professional Services



GLOSSARY

- 1) Basic salary Fixed compensation paid to an individual on a regular basis for services rendered.
- 2) Code of conduct A written collection of principles and values that pertains to the mode of behaviour of employees and their relationships that are considered significant in contributing to the successful operation of an organization.
- 3) Community services Services volunteered by individuals or an organization to benefit a community.
- 4) Disabilities A disability is a condition or function judged to be significantly impaired relative to the normal usage of the faculty by an individual.
- 5) Disciplinary approaches A set of processes for dealing with job-related behaviour that does not meet or fulfil the performance standards specified.
- 6) Discipline-based subject matter Knowledge or contents that are based on a discipline or a specialised area of study.
- 7) Discrimination principles Principles and practices which discriminate one individual against another.
- 8) Ethical issues Issues which involve decisions based on what is morally right and wrong.
- 9) Extension services Extension services which are also known as community services or community outreach services, describe an academic's involvement with

the community in the context of addressing societal needs and interests.

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|------------------------------|--|
| 10) External assessor | An acknowledged expert in the relevant field of study from either in or outside the country tasked to assist in the assessment of academic staff for promotion purposes. |
| 11) Formal qualifications | Qualifications attained through a process of formal studies. |
| 12) Formative guidance | Guidance which has an important and lasting influence on the development of a subject or character. |
| 13) Governance | Describes the organizational structure used to ensure that its constituent parts follow established policies, processes and procedures. |
| 14) Institutional objectives | A set of goals and indicators to be adopted by an institution, bearing in mind available resources and within a specific time frame. |
| 15) Intellectual honesty | A philosophy that demands an academic to acknowledge the contribution of others in his or her scholarly writing, publications and research, as examples. |
| 16) Intellectual property | Refers to an idea or creation of an individual which is recognized and protected by law, and prevents others from copying or duplicating the original. |
| 17) Interdisciplinary area | Interdisciplinary refers to research or study that integrates concepts from different disciplines. |
| 18) Invasion of privacy | The wrongful intrusion into a person's private life |

and activities by others, either individually or collectively.

- 19) Invasive questions Questions which tend to intrude in or encroach upon the private life of an individual.
- 20) Job specification It is a statement which specifies the qualification, experience and other characteristics required of an employee for the satisfactory performance of duties and tasks defined within the scope of the job involved.
- 21) Legal liability In law, a person is said to be legally liable when he or she is financially and legally responsible for a situation. Legal liability concerns both civil law and criminal law. It is a term applied to being legally responsible for a situation, and is often associated with a contract, especially if the contractual terms have been violated.
- 22) Mandated operation A command, order or regulation set by an agency.
- 23) Mentor-mentee Programme for a new recruit (mentee) guided by an experienced senior staff and supporter (mentor).
- 24) Needs analysis An analysis carried out on the training needs of staff.
- 25) Non-academic services Activities which are necessary though not constituting a part of the job description of an academic
- 26) Peer assessment Assessment of performance or work produced by a colleague or a peer.

- 27) Performance appraisal A verbal or written evaluation of the performance of an academic by his or her superior.
- 28) Plagiarism Plagiarism occurs when an individual appropriates the thoughts, writings and results of another person and presents these as his/her own.
- 29) Professional indemnity Refers to professional negligence committed during the conduct of professional business activities. An indemnity is a sum paid by one Individual to another individual by way of compensation for a particular loss suffered by him/her. Forms of indemnity include cash payments, repairs, replacement and reinstatement.
- 30) Quality assurance A system which enables higher education providers to provide quality education relating to the achievement of specific programme objectives and learning outcomes in conformity with accepted international best practices.
- 31) Referee A person who can offer an opinion, recommendation or endorsement of a candidate applying for a job.
- 32) Sabbatical leave Fully-paid leave which is granted to academic staff to enable them, for example, to carry out academic research or enhance their qualification and experience.
- 33) Salary progression Increases in salaries resulting from productive work or additional qualification that merits a pay rise.
- 34) Scholarly activities The application of systematic approaches to the development of knowledge through intellectual

inquiry and scholarly communication. Examples are research studies, academic publications, and creative and innovative products.

- 35) Secondary employment Any employment outside a higher education provider and includes, for example, self-employment, independent contracting or consultation.
- 36) Staff performance appraisal A yearly appraisal that is carried out by the higher education provider on the overall performance of the staff, according to the respective key performance indicators.
- 37) Vouchers A written authorisation or certification, especially one that is exchangeable for cash, a gift or credit against future expenditure.
- 38) Work productivity The rate of output generated by workers, based on inputs provided.



AGENSI KELAYAKAN MALAYSIA

Malaysian Qualifications Agency
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