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TOGETHER FOR UNIVERSITY'S EXCELLENCE

(BUKU 2013)

"Synergizing the Ecosphere of University for Excellence"

**TEXT MESSAGE FROM THE UNIVERSITI SAINS MALAYSIA (USM) VICE-CHANCELLOR,
PROFESSOR DATO' OMAR OSMAN**

ON THURSDAY, 10 JANUARY 2013, AT 9.30 A.M.

AT DEWAN TUANKU SYED PUTRA USM PENANG,

FRIDAY, 11 JANUARY 2013, AT 9.30 A.M.

AT THE ENGINEERING CAMPUS

&

SUNDAY, 13 JANUARY 2013, AT 2.00 P.M. AT THE HEALTH CAMPUS

Introduction

1. A year has passed since I delivered the first annual message in January 2012 as a continuation of the tradition of sharing the mission and vision of the Vice-Chancellor in governing a *Menara Ilmu* (Knowledge Tower). The tradition of the Annual Address was started in 1999 when the Vice-Chancellor urged the campus community to appreciate the need for an austerity drive and strategise in coping with the acute World Economic Crisis. Alhamdulillah, as a continuation of last year's message named BUKU, this year's message is titled **BUKU 2013: BERSAMA-SAMA UNTUK KECEMERLANGAN UNIVERSITI (TOGETHER FOR UNIVERSITY'S EXCELLENCE)**.

2. While the theme for last year was **Manifesting Achievements**, the theme for this year is **Synergizing the Ecosphere of University for Excellence**, which is in line with some of the things that have been done to this day.

3. Firstly, the University have reached the middle of the Tenth Malaysia Plan (10MP; 2011-2015), has gone through more than four years in the APEX era (2009-2012), was six years in the Research University era (2007 to 2012: 11 October 2006, the government agreed to recognise Universiti Sains Malaysia) and now we are on the verge of entering APEX Phase II that we all expect and hope to be approved by the government.

4. The word 'Synergizing' in the theme "**Synergizing the Ecosphere of University for Excellence**" means having aspirations that go beyond last year's theme of manifesting achievements. It is because after the achievements, it is very important for us to be friendly to our environment, comfortable with the performance and remain committed to reach the peak, but this time not alone, not only glorifying individualism but together with others. The term 'ecosphere' will be explained in this speech and in several documents to be launched today.

5. Today we will launch **BUKU 2013** (second series of Annual Speech themed BUKU), APEX Planning Phase 2 called "**The APEX University: Second Phase, 2014-2025 Version 1.0 Universiti Sains Malaysia**", the book "**USM APEX: The State of The Art: 2008-2012**", which describes the progress to date in the APEX University programme and Document "**USM in Numbers - up to 2012**" which shows the University's ecosphere in the context of understandable quantities.

6. Today we will also witness the listing of School Deans and Directors of the Centres of Excellence for the appointment of up to three years (2013-2015). Appointed Deans and Directors are the forefront of university leaders responsible for synergizing the desire of the university through its existing ecosphere, and enhancing it. Collective leadership is greatly expected and I wish everyone could provide excellent service in good faith, bringing the excellence of the university through responsibilities of its various Schools.

We Lead

7. We should reflect by looking at what we have achieved during the past year and review our position, and then later set a course to make sure we are able to establish a *Menara Ilmu* (Knowledge Tower) that is really on the right track by re-creating a retrospective based on the spirit of We Lead, the beloved University motto embodying virtue and purity.

8. "We" clearly reflects our confidence during the early establishment of USM which require team work, not just individuals, but individuals who are united to move the university together. The strength of individuals combined together to develop an image of a nation whose core is the main principle for developing the nation which is centred on the development of knowledge as a mechanism incorporated with intelligence and "wisdom" according to human nature.

9. Therefore, "We Lead" must first be appreciated with an understanding of the concept of "Lead" either according to what is understood in the concept of "holding hands or lead" or "staying ahead" as a leader, and the two can be used simultaneously. Most importantly is the concept of "togetherness" that has been emphasised for a long time, not owned by individuals or alone but together. I am bringing back this as a precursor in the framework of this message because I want to remind that we need to move together and bring honour to an institution named university. The room for non-togetherness in developing a university should be reduced, reduced, and reduced. Therefore, it is more relevant to

become a Sustainability-Led University than to be a well-known university in the world because being renowned alone does not make a leader.

10. It is important to understand that in whatever we do, whether through research and innovation (that means moving in multidisciplinary teams, different organisations, different strengths, different age groups and different dimensions), academia (which includes curriculum, lecturers, undergraduates, infrastructure, various other support and discipline), undergraduates or students (who come from a diverse group, nation, race, ethnicity, colour, culture, experience) or others consisting of lecturers, researchers, administrators, implementers, alumni and not to mention the target groups and stakeholders who are also composite and diverse, we need to work and move together.

11. All these should be combined and empowered to move together. We should believe in the value of diversity but the objectives are put together and executed with full effort, common sense and professionalism with full accountability and integrity.

12. Everything is moving in the spirit of togetherness in realising the noble spirit of higher learning which comes from the conscience and the moral of the human nature. In doing so, there will be blessings for everyone involved in the process. This emphasis is important for us all to understand how if something that we build can be seen in a holistic manner, including the human touch mentioned, we will be able to move everything smoothly as possible, because in the end we know that each outcome of what we do will return to nature, including the well-being that we often express all this while.

The University and Its Ecosphere

13. I chose the ecosphere concept because we believe that whatever we do is interconnected, from its mission and vision, the cornerstone of the development, which we believe is the core, until the "enablers" that lends a realistic action and can be felt by others. The whole process begins with an idea, the search for "enablers" to mobilise the idea and thoughts for implementation until it produces the desired outcome and output, and its impact on the target groups that can be felt, remembered and most important the *barakah* that can be produced from it. I think this is something that we should observe in order to develop our inner strength as far as possible.

14. We must remember that it is humans that we are developing, it is humans that we want to change and it is also humans that we want to produce, even though some are closely related to the other "enablers" including machines, and the environment. But our primary focus is on humans and humanity, as it has been all this while. Higher education should be the main mechanism, based on facts and data, in harmonizing the thinking of those involved from the academic staff, the students to the Administrator as a clear culture to realise the concept of "**We Lead**".

15. Even the views proposed by those who provide feedback and input to the Vice-Chancellor's Message 2013 is supportive to this matter. They agree that we can "revisit" We Lead to see how we can really inspire and actuate the things that we do in this university, see the creative and innovative ideas being applied in doing something, ideas such as "engagement" as the core to continue moving forward to produce human resources, expertise and also product of "Eminence", "Prominence", "Relevance" and "Dominance" in a global context that is being referred to and emulated, shared and felt its importance. In this case, we never forget our role and responsibility to the whole world either through the sharing of knowledge and expertise, or contributing to help the less fortunate, such as the disabled or other community groups anywhere.

16. These values keep pace with the integration of knowledge and *kearifan* (wisdom) which transcends field and discipline and appropriately balanced between body, *roh* (spirit) and intellectual. It is certainly not just a thought but it is based on the reality of life and reality of nature, whether physical or virtual, and on the whole universe, flora and fauna that moves through an ecosystem that needs each other and complements each other. This should be continuously developed, planned, strategised and focused through *insani* (human governance) that can reveal the whole process which has the core values of *Kepimpinan* (Leadership), *Kebenaran* (Truth), *Amanah* (Trustworthy), *Ketelusan* (Transparency), *Kebertanggunjawaban* (Accountability), *Keadilan* (Justice) and *Kemanusiaan* (Humanity). Overall these values are moved

through a clear strategy and action plan that ultimately will be able to see it from the rays of conscience, soul and *qalbu* (conscience), goodness, *kebijaksanaan* (Wisdom) as *nilai bersama* (common value), which in turn will produce blessing or *barakah* (divine grace).

17. Issues such as "manners" and ethics should continue to be the core of the efforts made at the university (to ensure that people resulting from the university system is not "rude" to his Creator nor to nature and all people), including cost savings and optimization of resources, new thoughts (ideas and recommendations), to explore the opportunities available (rendering the whole world for exploration), seeing initiatives including new groups like GHEN, APUCEN and MUVCN, RCE Local Knowledge as a network for strengthening and exploration opportunity, out of its comfort zone (mental and physical) as a virtual learning programme, specific focus groups or develop new opportunities in target groups, as well as costing the holistic view of new work processes more streamlined, economical and widely and others yet to be decided as far as possible.

18. As mentioned, ecosphere involves "ecological" and "networks" that are mutually synergistic and comprehensive to be a catalyst for change that we want to do in realising the motto "We Lead" to see the inclusion of openness in trade, "oneness" and see the world without borders as a thought that should give optimum benefits for the development of a global university is without forgetting its social responsibilities.

19. For the same reason, the development of capacity and talent take into account the overall effort, both in the young are way ahead. Capacity building and talent as we will later see, take into account the existing overall - of the process and change (development) of a visible physical nature, or his heart and thoughts (compassion and love), guided freedom (as distinct from absolute freedom) in any of the expressed and a return to nature (the heart and soul, conscience and *qalbu*) as a balanced effort in the development of knowledge and enrichment experiences for their life as a leader and those of the future. A person who is produced from this system does not only work to seek a fortune but also use knowledge resources to defend the civilized nature of human life and integrity of accountability, harnessing the full potential in organizations, institutions or society as a whole.

20. The thoughts and mindset of these first-class global citizens ensure its ability to be world-class professionals to master the skills, expertise and "generalist" who are able to be more "specialist" who independently increase the value of himself. A student can, for example, be quickly absorbed into the institution and increased the marketability which is often a concern while the university will be a source of strength to be mutually synergistic to achieve the university's goals. For this effort, there are no shortcuts but if we look at the figures of our successful professors as in the high expertise rating in the world and is now taken as a professor of "Eminence" in Saudi Arabia, we will realize that we can do it but the reality is that it would not easy. But at the same time we are proud of the success in producing many leaders of knowledge of diversified institutions including universities, public and private universities in the country who came from USM is consistent with our motto 'We Lead' and is expected to continue to be developed also in the institutions around the world.

21. What is the ecosphere available and how can strengths be synergized together for the development of the university and to ensure the future sustainability?

A GLIMPSE BACK

Ladies and gentlemen,

22. Suppose we take things on a basic principle in the concept of synergizing ecosphere to excellence, we can take a look at where we are now. Achievements in Research University on the level of 6 stars and achievement of SETARA at the level of 5 star equivalents are among those we are thankful for and proud of. At the international level, several programmes are mapped in the top 200 in the world. In the field of Life Sciences and Medicine we are on 172 placing. We also ranked among the top 300 of Social Sciences & Management at 222 position, Pure Science (Natural Sciences) at 217 position, Engineering and Technology at 207 position and the Arts and Humanities at 251 position (QS Subject ranking 2012). On the other hand, we are in the top 100 in the field of chemical engineering, top 200 in engineering, best 300 in the field of chemistry and agricultural science (National Taiwan University Ranking, 2012)

23. At the national level, USM (unaudited) achieved more than 70 percent of the performance measurement for 50 per cent achievement and almost 40 per cent of more than 100 per cent achievement. For the performance of APEX, 65% of the KPIs have already been exceeded 50% with 55% exceeded 100 percent achievements. 2012 Target outlines 98 targets, with 87 percent target having started, in progress or already completed.

24. In 2012, USM also received much recognition and achievements including being given autonomy, Webometrik rating, 5-Star Rated Portal / Public Sector Websites 2011 and second placing for Portal Ratings/ Public Sector Websites 2011 for Higher Education Institution Category are also our community's ability to gain success on the world pedestal, and that includes the latest in world Invention Award Festival (WIAF 2012), Korea, and the Toray Science Foundation. We also initiate APUCEN and GHEN network.

25. In 2012, USM also received much recognition and achievements including being given autonomy, Webometrik rating, 5-Star Rated Portal / Public Sector Websites 2011 and second placing for Portal Ratings/Public Sector Websites 2011 for Higher Education Institution Category are also our community's ability to gain success on the world pedestal, and that includes the latest in world Invention Award Festival (WIAF 2012), Korea, and the Toray Science Foundation. We also initiated a strong network through APUCEN and GHEN with MUVCN, RCE Local Knowledge. Nine USM research lecturers were among the Top 27 Malaysian Research Scientists (Top Research Scientist Malaysia) Academy of Sciences Malaysia (ASM). Our lecturers also won major awards such as the publication of the National Translation Award (Category Science and Technology) and the National English Personality Award, MAKUM award and several of our journal publications that received high recognition. In fact, cultural activities including theater grew behind the booming development of science and technology that we often see such excellent results. Some USM theater received high recognition by winning several awards competition organised by Dewan Bahasa dan Pustaka Kuala Lumpur and Universities Cultural Council of Malaysia (MAKUM) last year as Monodrama Script Contests DBP, DBP Monodrama Festival, Short Theatre Festival (15 minutes) DBP and DEKON MAKUM. These theaters were able to forge new ideas that are translated through theater arts.

26. Our students continue to shine at the British Invention Show (BIS) and most recently won Samsung Appstar 2012. USM helped farmers to use mobile technology in managing rice farming activities and also for fishermen in Thailand. We are also actively involved in helping the Palestinians with the signing of the MoA with the Islamic University in Gaza (IUG) and the establishment of Palestine Education Fund that received support a RM500,000 fund from the government. Equally important is our success and the success of establishing Volunteer Student Corps Entrepreneurship programme and the strengthening of the Students Consultative Assembly allowing them to be active in signifying freedom in expressing opinions and arguments as well as strengthening efforts in getting our young people involved in community activities. More interestingly, the participating students were excited to make sacrifices for the humanitarian mission to Gaza and to participate in volunteer activities in Vietnam.

27. USM is also actively involved in developing a close relationship with industry players. Active efforts are made by having community-industry engagement through Industry-Community Engagement Network Day which received an overwhelming response from the industry, including establishing a special fund for this purpose. One of the significant efforts was the success of USM in developing "Collaborative Research in Engineering, Science & Technology Center" or the CREST which serves as a research and innovation platform for collaborative efforts of universities, government agencies and more than 20 industry players as well as NCIA, Khazanah Nasional and other related agencies, and establishing CREST R&D Grants which majority of the grants were led by USM researchers together with huge leading industries as well as USM graduates. This takes place in all three campuses, including the latest collaboration between Malaysia TelentCorp and CREST Center as well as more than 15 major industry players to enhance the employability of USM graduates. Meanwhile, the quality movement continues to run smoothly, especially at the Health Campus. Establishment of Quality Center should be a catalyst to intensify this effort, particularly in the academic aspect. These were just a small part of the long list of efforts and achievements of USM that can be seen in the USM website and large-scale celebration was not given for every honor and recognition reported in the news coverage. Instead, we consider it as a responsibility besides facing the real challenges to sustain everything that has been received and done. We must strive to ensure the continuity of the efforts so that it can be enjoyed together by the target groups.

USM IN APEX PHASE I

28. Universiti Sains Malaysia was conferred APEX status since 3 September 2008 and USM managed to carry out the responsibilities and paved the way for others to emulate. As planned, APEX first phase of APEX (2008-2010) was the phase for USM to lay its foundation for the later phases.

29. 2011 was the time for delivering excellence through the three main identified areas for the success of APEX agendas, namely governance, talent and resources. From the perspective of governance, the university managed to design a new constitution starting in January 2009 and was finally gazetted on 1 July 2011. The Constitution contains the request of USM on the issues of autonomy and empowerment apart from a few other USM 'Wish-List'. We have also managed to transform governance in three main activities: Nurturing and Learning, Research and Innovation and Services, Administration and Finance.

30. USM became the first university in this country to set up an Ombudsman Office and this showed that USM is a caring university that always defends and care about the affairs of its community. It also symbolises that USM is a university that strives to create platforms to solve the problem and the crisis through formal and informal channels to the campus community.

31. From the financial standpoint, efforts were intensified to strengthen the financial system by restructuring the organisation, strengthen the human resource development, empowerment, delegation and decentralise the management of financial activities. The University has also successfully streamlined the work processes and the management of finance through automated financial system (eFas).

32. The transformation agenda of university began to be included as an APEX benchmark (check point) in early 2012 with the introduction of a number of activities or projects to evaluate the operation and management aspects of the university. Among the activities introduced was cost rationalisation on several Responsibility Centres (RCs) in running their main functions. This cost rationalisation effort is intended to ensure optimal utilisation of resources. Apart from that, a reassessment has been done in relation to the annual performance assessment method, bureaucratic institution, issues related to the purchase and construction of capacity (capacity building) as well as training.

33. At the same time, efforts to recruit the best talents, to nurture them and to ensure that these talents remain in USM will be streamlined. The recruitment and staffing system, the academic staff profiling system, and the performance appraisal system were introduced such as MyCPD and HCMS managed to reduce the gap of gray area in evaluating the performance and promotion which has been a challenging management issue of the university.

34. Apart from USM staff, our talents also include undergraduate and postgraduate students. In general, at the early stage of APEX implementation, the university has focused on efforts to recruit as many graduate students, in particular graduates from abroad. In order to achieve this purpose and in line with the requirement of MYRA (1), various initiatives and strategies have been introduced to attract potential students to the university. Among the initiatives and strategies implemented were increase the number of students, offer more scholarships and and Graduate Assistant schemes to attract them.

35. However, from 2011 onwards, we have shifted our focus to recruit quality candidates and students who choose USM as their first choice and are prepared to pay the tuition fees. In line with this objective, the university also reduced the number of fellowship offered, making it more competitive besides encouraging candidates who have external funding to enrol in USM. As a result, there was an increase in the number of postgraduate students, even though there was a decline in the postgraduate enrollment from 2011onwards. In other words, there were many graduate students who stayed back in this university, probably longer than it should be, a matter that should be examined from time to time. However, we also found that the quality of candidates has increased besides there was an increase in the number of candidates from developing countries. We also found that there was an increase in the number of postgraduate students with external funding from 1.2% in 2008 to 21.1% in 2012 as a whole.

36. The Institute of Postgraduate Studies (IPS) has strived to implement initiatives in order to ensure that the postgraduate students are equipped with comprehensive knowledge by introducing the PPD (Professional and Personal

Development) programme. The same programme was intensified at the school level to improve the quality of postgraduate students. Moreover, the university also introduced anti-plagiarism policy and improved the services and support rendered for the students.

37. We did not forget the efforts to produce more holistic undergraduate students. MyCSD has become a programme of talents management especially for the undergraduate in order to provide skills and prepare them to move in line with the APEX's vision. In fact, USM students were given the freedom to express their opinions in a mature manner. The establishment of the Students' Consultative Assembly became the spark to produce more rational students. In fact, the Student Leadership programme was also held to encourage USM students to join the recreational activities besides strengthening their minds and spirit. A lot of initiatives have been introduced by the universities and thus it became a role model to other universities in the country. Among the most important initiatives are Students' Consultative Assembly, Student Entrepreneurship Development Initiative Agenda (SEDIA) Programme and National Research and Innovation Competition (NRIC). USM also established the Entrepreneur Corps and become the first university to be the secretariat for 1M4U. Besides that, USM involved for the first time as a volunteer in assisting the pilgrims in Taha@U Project. USM also provided assistance to the flood victims in Tawau, Sabah, set up classes to teach the children of orang asli and organised abandoned babies awareness campaign (Kempen Tangisan Jiwa) and many more. We should feel proud because most of these initiatives were initiated by our students without being instructed. The University will always support the efforts and enthusiasm shown by them and hope that more students will come forward and participate, especially among the postgraduate students.

38. As an APEX university, we also want to ensure that the academic and research services are equipped with excellent infrastructure and infostructure. Currently we are in the midst of increasing the bandwidth of the university to a higher speed besides streamlining the existing system. However, USM should strive to improve quality and enhance the overall experience of the students during their studies here.

39. As a research university, the first phase of APEX indicated that the amount of grants awarded to researchers has increased. Moreover, the number of academic staff who became the Principle Investigator has also increased. Efforts to ensure that there is a balance between age and experience among the researchers were intensified. Apart from that, we have achieved about 40% of the 200 targeted international recognitions in terms of research achievements. We also managed to explore areas that are considered marginalised or have not been given much attention in the national agenda or which have been classified as the unaddressed issues. Among them are Diaspora and Malay Heritage, Malay Historiography, Local Wisdom and Pilgrimage Management. We are indeed grateful when Local Wisdom and Pilgrimage Management have gained attention from the government and thus managed to obtain huge provision under LRGS (Long Term Research Grant Scheme).

40. The efforts of USM to relate with communities especially from the developing countries were intensified. For example, USM became the catalyst in the establishment of APUCEN which consists of 43 universities from 10 countries. Collaborative efforts with the industries were established by introducing (ICAP) Industrial Community Advisory Panel. Various projects and initiatives were introduced; among them are sending volunteers to assist in solving the problems and the needs of the marginalised communities within the country and abroad. We will continue to send volunteers and our experts to Bangladesh, India and Aceh as well as to our local community to perform the cleft lips surgery.

41. We want to ensure that whatever we do, it must be in line with the vision and mission of APEX. In Phase I, we managed to identify our strengths, our weakness and the gaps that needed to be filled in order to strengthen our foundation to perform well in APEX Phase II.

APEX PHASE II: 2014-2025

42. USM was selected to implement APEX in September 2008 by the Minister of Higher Education. The selection was approved by the Malaysian Cabinet based on the idea of USM to become a leading university in the area of sustainability not only at the university level but also in the world. This philosophy and idea were inspired by the book known as *The Black Book*. USM has proposed various methods of planning, implementation and follow-up audits to ensure that USM is

always on the right track with the goals and aspiration of the government. Praise to God, these efforts were further enhanced in 2012 to ensure the success of the university.

43. For the purpose of subsequent assessment processes, USM has officially launched a *Consultative Document* titled **“THE APEX UNIVERSITY – SECOND PHASE 2014-2025, UNIVERSITI SAINS MALAYSIA”** today. This document is intended to lead USM twelve years ahead. This document was submitted to the Ministry of Higher Education for the purpose of discussion among the internal and external stakeholders of USM throughout 2013.

44. Apart from that, several APEX supporting documents were also launched today. **“THE STATE of THE ART BOOK; 2008-2012”** and **“USM in Numbers 2012”** can be used to show the APEX journey of USM until 2012 and the KPIs achievement of USM in 2012.

45. The keynote address for this year will briefly describe the 2013 plan for the implementation of Phase II. The transformation of APEX Phase I will take place, the new 2013 initiatives and the assessment of APEX Phase I will be carried out in 2013. In general, 2013 will be the year for transformation and transition.

46. The core of APEX Phase II is to transform the basic system that is often analysed and viewed in two dimensions to the ecosphere which can be seen in three dimensions. This will demonstrate that APEX is a comprehensive programme, APEX is the overall success, and APEX is the overall excellence. In the overall context, the illustrations that describe success can also be interpreted as individual success, individual motivation and rewards of individual. The focus on individual excellence will be continued but the individuals themselves have to be a dimensional and comprehensive individual so that it will be in line with the aspiration of USM to become an outstanding institution.

47. Ecosphere concept is the concept of overall and comprehensive excellence in accomplishing success for all dimensions. Excellence in one or two dimensions is not excellence in the context of APEX, it is only an ordinary success. The understanding of excellence mindset should be changed to focus on the impact and output of a process. The interpretation of ‘Out of the box’ is to move in the right innovation ecosphere and work together to achieve success and benefit.

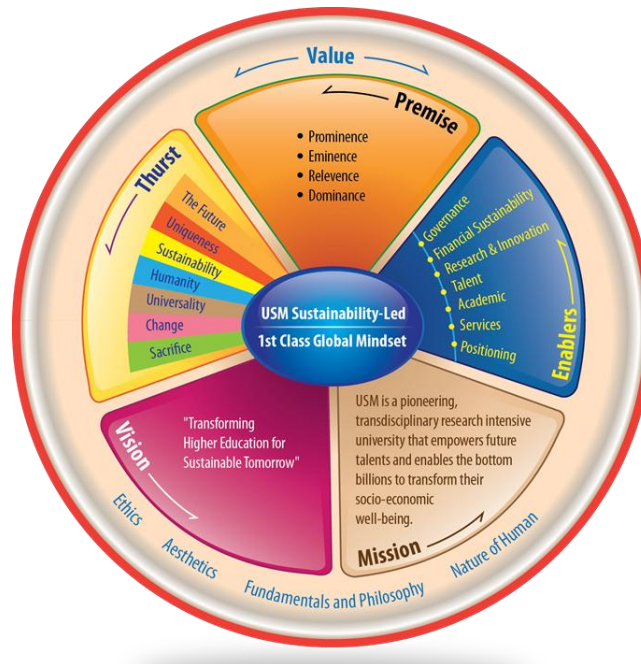
Stepping into APEX Phase II

48. USM precedes any organisation in preparing future plans as the planning of early APEX Phase II from 2014 to 2025 was done one year in advance. In APEX Phase II, the continuation effort and improvement on APEX Phase I have been formulated in order to become a university that championed in the sustainability issue or to be recognised as a **Sustainability-led University**.

49. APEX Phase II aims to produce talents with first class global citizen mindset based on the best values, while the *enabler* will be the core in APEX Phase II which includes Human Governance, Financial Sustainability, Research and Innovation, Global Citizens, Academic, Services, and Institutional Positioning Agenda. All this information is shown in the ecosphere of APEX Phase II Framework and no longer to be shown as a pyramid because achieving a more holistic position is far more important than being at the highest rank, on the top and alone.

50. USM once again has set the same vision in **Transforming Higher Education for Sustainable Tomorrow** and plans to be the **pioneer university to support a mission in intensive research that empowers future talent and enables the bottom billion and transform their socio-economy**.

Figure 1 : Ecosphere APEX Phase II



51. The ecosphere shown (Figure 2) is in a more comprehensive form. The efforts to accomplish the mission and vision of APEX are done through comprehensive changes to the whole institution, as well as establishing links between the elements of the university with its surrounding elements such as human, infrastructure, systems and internal entities. The APEX ecosphere goes beyond the basic duties and functions of a university to shape human character and transform them to become an ethical person or community in the world. Therefore, this ecosphere is not for USM only or related to USM only. The APEX ecosphere covers the global dimension in which it strives to change the landscape of higher education to become a relevant institution in the 21st century.

52. For that, whatever we are aiming for in APEX Phase II, we will move towards the direction of Prominence, Eminence, Relevance and Dominance in all things that we planned for without neglecting the seven thrusts of APEX.

53. USM as an APEX University will continue to work on the seven Thrusts namely the future, uniqueness, sustainability, humanity, universality, change and sacrifice.

54. In the APEX Phase II, USM must return to the fundamental purpose of being a university. We must review the meaning of 'university' and why it is created. University comes from the Latin word 'Universes', which carries the meaning of 'whole'. While the word 'education' is derived from the Latin word 'e-ducere' or do something, which refers to effort to explore the overall potential of a person to coexist with its environment. In this regard, USM should take into account of the true nature of human, and the values that underpin their lives.

55. In this context, USM must return to epistemology which includes knowledge ontology (knowledge in regards to existence), axiology (the knowledge in regards to value), and finally epistemology (it is concerned with the knowledge itself) and any basic things that are related science epistemology involving theory of the knowledge itself which includes the types of knowledge, its levels, and the unity of the knowledge. As an APEX university, USM should consider the diversity of knowledge, including empirical and rational knowledge, and the most essential is the spiritual knowledge.

56. In this context, the APEX Phase II, USM will continue to generate on the diversity of knowledge through various method in a more open way. In this context, despite the diversity and hierarchical of knowledge, the knowledge need to be merged and consolidated, and should not be separated. This is the main mission of USM to produce individuals that are holistic, knowledgeable accountable and ethical.

57. The main goal in transforming higher education is to produce or cultivate a **perfect civilisation** and **humanity** that will be able to use knowledge to change and improve the quality of life, preserve civilisation besides pursuing a balanced development and sustainability. Even though the USM students still need to be guided to gain various knowledge, but they also have to equip themselves with other knowledge. USM should expand or provide opportunities for its community, including all staff and students, and make USM to become a knowledge hub for all.

58. Among the values cultivated in APEX Phase II are (1) the Truth (2) Reliability, (3) Transparency, (4) Accountability, (5) Justice (6) Humanity (7) Improving Human Governance (8) Ethical, Elegant, Professional, High-impact, Effective, Productive, Spiritual, and Believe.

59. In the efforts of helping USM to produce First Class Global Citizens, 7 enablers are included in APEX Phase II. In the APEX Phase II BOOK, the 7 enablers are human governance, financial sustainability, research and innovation, talent, academic, services and institutional positioning agenda. All these are the main enablers and there are many other secondary enablers.

2013 EMPOWERMENT - EMPOWERMENT AND MANAGEMENT

60. Besides the enablers mentioned above, two more main enablers were included in 2013, cultivated and absorbed in APEX Phase II. The first enabler is empowerment or always referred as autonomy.

61. Empowerment is the process of giving, receiving and implementing new responsibilities with the sense of ownership in the university management process. The empowerment at the individual level is empowerment to the students, academic staff and other university community. The empowerment at the organisation level is empowerment to the departments and responsibility centres. This year, the concept of empowerment to students will be strengthened. Empowerment to researchers to manage specific research projects will be implemented and empowerment in groups will also be explored. At the organisational level, the changes of empowerment will be implemented in the second enabler which is the management thrust.

62. The management thrust is on how to classify the organisational management into a few important aspects that will be implemented in 2013 through a comprehensive process that led by several entities in USM. Management Thrust was enabled through the Strategy Thrust, Tactical Thrust, Operational Thrust and Tasks Thrust. The four thrusts are essential in any organisation especially in the university. The 2013 empowerment is applied through four main strategic as per described below.

2013 STRATEGIC THRUSTS

63. Determination of the 2013 strategic thrusts is based on several factors, as below:

- I. Preparation for university transition in APEX Phase II through effectiveness assessment process.
- II. Awarding autonomy to USM through maturing process as a research university with APEX status.
- III. Synergise with the government programs, particularly PSPTN and major policies such as R & D agenda, innovation agenda and etc.
- IV. Synergising the entire USM ecosphere to achieve excellence is the most important factor.

64. Four main strategic thrusts have been set in 2013 namely to synergise between dream and reality, constraints and challenges, peer and togetherness and reduce conflict, gaps, and egoism.

65. The four strategic thrusts are APEX Phase II Empowerment Planning, continuing the basic round of transformation, commencing the new Initiatives under APEX Phase II and continuing the enabler initiative under APEX Phase I. All these are important to be synergised in order to proceed with the APEX agenda. In general, the four strategic thrusts are:

- I. Strategic Thrust 1: APEX Phase II Empowerment Planning
- II. Strategic Thrust 2: Continuing the basic round of transformation
- III. Strategic Thrust 3. Commencing the new Initiatives under APEX Phase II
- IV. Strategic Thrust 4 Continuing the enabler initiative under APEX Phase I

Strategic Thrust 1: APEX Phase II Empowerment Planning

66. All the four strategic thrusts are categorised based on recommendations in APEX Phase II ecosphere which consists of 4 premises, 7 enablers, 7 Values and 7 Thrusts as what was shown in the APEX ecosphere Phase II. The explanation can be found in the consultative document, **"THE APEX UNIVERSITY - SECOND PHASE 2014-2025, UNIVERSITI SAINS MALAYSIA"** which will be launched today together with the BUKU 2013.

67. USM will be surrounded by the Values of ecosphere and covered by 5 important segments namely Vision, Mission, APEX Thrust, APEX Premise, APEX Enabler in order to become a **Sustainability-led University** through a set of first-class Global Citizens. The Values of APEX Phase II ecosphere are based on ontology, epistemology, and axiology with ethics, aesthetics, philosophy and fundamental, and nature of human.

68. The previous 7 APEX thrusts, formerly named as principles were still remained, namely the future, change, universality, humanity, sustainability, uniqueness and sacrifice. The premises of excellence in APEX act as a benchmark for individuals and organisations in four areas: "Prominence", "Eminence", "Relevance" and "Dominance". Finally, there are 7 main APEX enablers namely governance, financial sustainability, research and innovation, talent, academics, services and institutional positioning agenda.

Prime Enabler

69. The first enabler is governance manual. The main purpose of governance is to create a university environment that can move without much intervention or interference from any outside agency outside the university ecosystem. A scenario is when the leadership of the university to manage the university with responsibility and understanding of stakeholders while ensuring that there is a check and balance, with integrity and transparency are preserved, while promoting accountability, ethical behavior by students in the university.

70. We continue to strengthen governance structures, the check and balance system, while providing a platform for the generation of financial services to the university while preserving the interests and integrity of the university. Finally, in the future, USM hopes to be able to present to the Parliament to USM to be of a higher education institution that can obtain government's support to be fully autonomous.

71. The second enabler is about financial sustainability which is also an important basis of APEX Phase II. Public institutions of this country have been urged to generate funding and reduce dependence on government. USM intends to take some important approach to achieve this which is to diversify its financial resources. The second, to ensure that there is orderly, systematic costing and more accurate in the services and products offered to the university. It covers the principles of 'Full Cost Recovery' USM intellectual property. Next, cost rationalization programme on the rates of fees charged, including graduate tuition fees. Third, examine some governance issues, such as the issue of incentives and financial position of the university and others.

72. Among the strategies that have been identified to reduce the financial pressure the university, as well as improve cost efficiency and cost recovery, we also focus on matters of divestment of activities rather than its main character. This means that we continue to ensure that activities which are not major would be reviewed, measured in terms of function and use, and reviewed in terms of its relationship with the university. This includes, looking back at the unit, office or any other and what we have been existing in our ecosphere, which may be relevant at a certain time, but today it may not be relevance in this university ecosphere.

73. It is important for USM to be ready towards financial sustainability by looking for the alternative sources to increase the financial resources thus making us one entity that can reduce dependency on government funds. I urge all USM staff to increase the efforts in finding opportunities and external funds to be brought into this university

74. Third Enabler is striving on a prominent global innovation research. As a leading research university in the country, heading a research and innovation must be maintain to produce an impact on science, technology, environment and mankind. Research at USM is guided by three core areas which is anchored by curiosity, human-focused, and based on the industries current needs. APEX Phase II research will focus on impact of research as well as be able to link the university and industry, impact on society and able to convert the technology to commercialisation and generate funding for the university.

75. Besides that, we must ensure that the knowledge from research is competent enough to be shared with the students of this university. We want to ensure that the research is not only meant to be framed in the library buildings. In research, it is not necessary to produce high-impact journals, but more importantly it should make a high impact to the community and ensure the knowledge can benefit the society and in particular to the USM students. We hope to achieve our target this year to become a leading university in sustainability, based on the indicators and measurements that will be conduct with the Ministry of Higher Education. It also requires ongoing cooperation and understanding by all associates of USM.

**Figure 3: USM Mapping Quadrant in research:
National, Regional, Global and Rising**



76. University has identified a number of areas that has potential to be developed as shown in Figure 3. APEX Phase II will focus on the areas identified as strategic focus as well as areas that needed by the country. The analysis is made based on the strategic strength as well as real strength. Research is one of the main tasks of USM as a research university that has succeeded in creating a research culture among our community in the first phase. We are not only pioneered in NRIC, but our undergraduate students have started to compete at a world level. The second phase will boost from acculturation research to a higher level. All that we intend to achieve in the APEX Phase II will be depending on the availability of the best talent among us.

77. The fourth enabler is a Global Citizens. In the global economic challenges and a world with open borders, with the increasing number of competitive markets, it is important for us to establish our talents with first class global mindset, which has a high level of competition, able to be the greatest and resistance. From the students' perspectives, we hope to produce global citizens, who gain knowledge related to international issues, have a good understanding of the culture, competent communication skills, versatile, good collaboration skills and able to adapt to any kind of environment. We want to produce talent that can seek knowledge, generating knowledge, sharing the knowledge, and apply the knowledge to make a wise decision.

78. Along with those efforts is that we need to enhance the system and effort to recruit the best and suitable talents, mould them to become better individuals and ensure that these talents are kept within the USM ecosphere. We need to continue to cultivate the talents within Malaysia ecosphere; USM becomes the place to sow, cultivate and nurture the talents even though we might lose them when they leave and contribute to other countries.

79. We must ensure that the existing system of enhancing and nurturing talents will be done in a professional, transparent and more orderly manner. In APEX Phase II, the empowerment to USM community will be initiated. Empowerment means that USM will ensure that the staffs are given the authority to perform certain tasks and make decisions. They should perform the assigned responsibilities with full dedication and responsibility, based on the core values mentioned above, and willing to accept any consequences of their actions or decisions. This does not mean that those who are delegating the authority to their subordinates will not be held responsible.

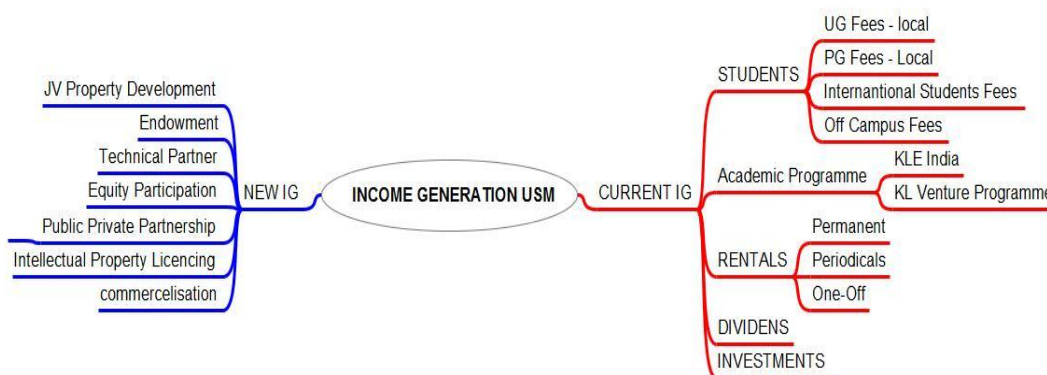
80. We hope that through this empowerment process, USM can be more cost-efficient in its management system, able to improve loyalty and satisfaction of the university community, and eventually creating a working environment that is filled with joy, pride, besides increasing the sense of belonging, which ultimately produce better quality services and results.

81. Even though with the intention to become a sustainability-based research university, we should not forget the main function of the university as an institution of teaching and learning. We need to accept the fact that the number of undergraduate students in USM doubles the number of postgraduate students. Therefore, APEX Phase II will focus more on the quality of education that they received in this university. USM has received students who are the cream of the crop, therefore it is only appropriate for us to provide them the best knowledge gaining experience as well. We must ensure that the ecosphere that we wish to form in APEX Phase II takes into consideration the interests and needs of undergraduate students who will become feeder to the postgraduate studies and research. Besides improving the delivery method, USM should also focus on research and education infrastructure that are made available to the students – ensuring that the knowledge gaining experience of the students throughout their stay in USM is beneficial and meaningful to them.

82. The fifth Enabler is academic success at the international level. In Phase II, USM will certainly produce relevant, renowned and eminence academic programmes that produce responsible global citizens. Our graduates will continue to be shaped and cultivated with values and knowledge pertaining to ecological protection, conservation of resources, and human development based on the values of equality, accessibility, availability, appropriateness and adopting a more holistic approach to quality of life. In this context, we do not want to create a humanoid, but to produce a well-rounded individual. Therefore, in APEX Phase II, we will strengthen our competitive edge to produce quality and excellence in

teaching and learning. In line with what is desired in this globalisation age, we need to increase the global presence and visibility of USM students.

Figure 4: USM: Mapping the Financial Sustainability



83. The sixth *Enabler* is the services that go beyond research and academic in generating income and sharing it with all the departments and institutions within and outside USM. Generating income is one of the initiatives that we plan to intensify in APEX Phase II. Services that can be commercialised are facilities for testing, HUSM, consultation services and our intellectual property. Among the initiatives that need to be consolidated are the existing property, foundation and endowment, non-property services and partnerships with external bodies to generate university funding. (Figure 4)

84. The final *enabler* is the agenda of positioning USM to develop continuity in reliability, credibility and perception that are based on reality. We need to position the university to a higher level or position as what was desired since the beginning of this APEX programme. The agenda of positioning USM was first introduced in 2011. It will be further enhanced to highlight all the actions taken and products produced by the university so that it can be made known, valued, appreciated and enjoyed by the stakeholders. We will be moving on the "global prominence" axis in research and community outreach in which our data and experience have shown that we need to continue to work together with partners from countries that are well equipped with expertise and advanced facilities which we can gain knowledge and experience from them. For that, USM will initiate an effort to appoint special "ambassadors" to PTJ in order to focus its efforts to work with institutions from countries that have a closer and stronger relationship with USM.

85. Our role as a university is to disseminate knowledge and expertise through collaborations with developed countries to those who are in need, particularly the less developed countries or marginalised communities, or otherwise considered "the bottom billion". We will ensure that the transfer of knowledge from the developed countries to the less developed countries will be done through USM. The USM Knowledge Transfer Secretariat should make this effort as the main university agenda in the second phase with USM serving as the conductor of this knowledge transfer process.

86. Apart from developing talents to become global citizens, improving academic and learning quality, producing a more relevant curriculum and education, relationships with strategic partners will continue to be developed. The tradition postgraduate international students markets such as the Middle East countries will continue to be maintained. We are no longer focusing on the quantity of graduate students, but will focus more on quality of students enrolled such as those having a high CGPA and have their own financial support or support from international funds. USM will also seek to diversify the pool of international students who come to study in USM. Efforts will also be devoted to attract students from emerging countries that have been identified by USM. In the meantime, USM will continue to establish relationship with countries that are classified as "the Blue Ocean" and moving away from the "red sea" that has been in the spotlight over the years.

87. In the context of community outreach, we will continue our efforts to reach out to the bottom billion, but in the second phase, there will be a paradigm shift in our approach by empowering the community which gives them the

knowledge to live sustainably. This will make our community involvement efforts more meaningful and more sustainable. We will use the existing knowledge and strength to help them to change their lives for survival purpose. We will teach them on how to make a fishing rod and to fish, so that they can be independent and chart their own future. In the midst of this, we also can learn a lot of knowledge from these communities which largely are purer in nature. Just as what we fought for in tracing the Local Wisdom, we will continue to fight for what is regarded as the "Unaddressed Issues" from time to time. Indeed, the agenda of "positioning" requires the involvement of the whole USM community as well as the alumni to work together to lift up the name of the university. In fact, the ability to form special collaborative networks through *MUVCN* and *RCE Local Knowledge* should empower us to spearhead and strengthen this effort.

88. Several frameworks will be implemented to prepare for the transition process, namely
- I. Preparation of empowerment document which will include at least the Core Values, 4 Premises, 7 Enablers and 1 Partnership.
 - II. 2-year rolling plan,
 - III. A 5-year plan and a comprehensive future plan.
89. The preparation of all these documents will be done through the work process of communications, meetings and consultations with various internal and external stakeholders or even with the view of assessors abroad. These documents will be named as "enabling documents, rolling Plans, 5 year Plans" and future mapping. Various methods will also be used to examine these documents so that it contains strategies as well as operational methods.

Strategic Thrust 2: Continuing the basic cycle of APEX Transformation

90. Strategic Thrust 2 is to implement a few transformation programmes as the basis for the fourth APEX strategy namely implementing changes. Some transformation programmes that will be implemented at the university level as a whole are transformations of administrative organisation, academic and administrative succession plan, effective and efficient management, and university administration in terms of critical aspects of administration. Among the measures that will be implemented are:

91. Selected transformation in Human Resource Governance and Management:
In the aspect of Human Resource Governance, programmes that will be implemented are the five selected transformations, namely:

- I. Continuation of organisational transformation in some identified PTJ so that their directions are parallel to the output domain and bring impact to the country. The identified PTJ have been informed and hopefully after this transformation process, the entities will synergise with future needs and change from their previous and current positions.
- II. Transforming the Human Resource Management including a full human resource audit to obtain inputs from various stakeholders which aims to streamline the human resource management, administration, support, academic and technical efficiency. The purpose is to create a lean and mean organisation and management, including taking into consideration of the comments proposed by the University Service Scheme which have been submitted to PSD. The other objective is to ensure a more appropriate and relevant succession plan is in place.
- III. Empowering the university management in terms of strategic, tactical and operational, and task aspects: University intends to focus its management on aspects of strategic, tactical, operational, and "task" in all its entities by changing the decision-making process and examining the management structure of the entities. The example of this measure is as mentioned and will be implemented this year.
- IV. Focusing the university sustainability programmes on the impact towards research, academic and knowledge transfer. The University will conduct a comprehensive study on planned programme mappings in academic, research and knowledge transfer in order to set the direction for the university to become a "Sustainability-Led University".

- V. Postgraduate studies management will also be transformed in the context of university ecosphere to synergise with the strengths of schools in the whole academic, research and knowledge transfer system which is based on functions and not on structures.

92. Launching a Transformation Programme for Financial Sustainability:

In the aspect of university financial sustainability, as part of another forefront empowerment, the university overall cost rationalisation, transformation in the aspects of university security, occupational health and safety of workplace, university facilities transformation and "outcome-based budgeting" programmes will be the focus of implementation after the review and audit exercise. Implementation is expected to be carried out in stages according to its suitability and benefits.

I. The University overall cost rationalisation programme will involve five sub-programmes which have been identified. This includes:

- a. The "Energy Efficiency and Energy Savings" programme with comprehensive goals and implementations for cost savings.
- b. The operating expenditure reduction programme which is led by the Bursary includes guidelines, rules and regulations on expenses and overall cost savings.
- c. The university transport management programme that moves towards equality of usage and consumption charges.
- d. The green university internal transportation system programme with the use of 'ecovan' will be regulated with comprehensive planning.
- e. Green Procurement Programme which emphasizes on the reduction of usage of non-biodegradable and non energy-efficient materials, and will be implemented together with several other entities.

II. Transformation in the aspects of university security, health and safety at work and workplace will be implemented comprehensively to create a safe and comfortable ecosphere for the university community.

III. USM buildings have been audited through the university facilities transformation programme at its early stage of implementation and this will serve as the base to increase value through value management.

IV. The comprehensively implemented "Outcome Based Budgeting" programme that is based on focus and stages spending will serve as a preparation to its full implementation in 2014.

93. Commencement of development of Global Citizens

The Global Citizens transformation programme will commence with three transformations that will undergo a comprehensive study aimed at preparing the academic staff, administrative staff and academic system to appreciate the Global Citizens concept. In this programme:

- I. Academic expertise specialisation succession planning ecosystem synergises with the main focus of university to be at the forefront of academic and research.
- II. Mind transformation to appreciate the core values of Apex through training and systematic approach will be carried out with the establishment of PiPPA, a new centre upgraded from the Training Unit.
- III. Talent Transformation Programme in the university's academic and research management.

94. Mappings of Academic Transformation across Institutions

The academic transformation programme that is important and critical to the sustainability of higher education institutions, will lead to the initiation of several special programmes including comprehensive planning of academic sustainability programme, re-evaluation of class size, direction of OBL, and e-learning accelerated and transformation programme, which involves:

- I. Comprehensive planning of academic sustainability programme.
- II. Re-evaluation of the size of large classes and conduct study on infrastructure and its adequacy.
- III. Directions of OBL, PBL and other methodologies.
- IV. E-learning accelerated and transformation programme.

95. Culture shift in Cross-Discipline Intensive Research that is based on focus and output.

R & I Transformation Programme is to focus on the efforts to transform the research process and change RU from MyRA1 (process domain) to MyRA2 (output domain) as well as changing from intensive to performance, to focused incentive and to research and academic. The main objective of this programme is to meet the future needs, empowerment and recognition that is based on research focus by emphasising on:

- I. Transforming the research process from the responsibility centre to the research which will be undertaken based on the concept of researcher empowerment and self accountability.
- II. Changing RU from MyRA1 (process domain) to MyRA2 (output domain)
- III. Changing from intensive to performance, to focused incentive, and to **research and academic**.
- IV. New Research and Post Graduate Strategy that focuses on programmes to cultivate national level research, improve research to regional niche, moving towards global research and help to build research global citizens that are eminence, relevance, prominence and dominance.

Figure 4: USM: New Strategy on Research and Post Graduate



96. Services Based on Research and Academic and Knowledge Transfer.

Two transformations will be implemented namely changing to services based on research and academic, and changing to services based on knowledge transfer to community and industry by restructuring the existing organisation to ensure that the services given are more focused on the community and industry with an emphasis on:

- I. Changing to services based on community and industry by examining the industry and community network involved in knowledge transfer to both industry and community that focuses on knowledge transfer based on payment and partnership (KTC-C; KTC-I)
- II. Restructuring of service centres based on community and industry by changing some PTJ in USM to accredited and income generation entities that are based on paid services as well as entities that offer partnership-based services and financed by the community or the third parties. (Racun, CHEST, CATSS, Doping, Nanolab, CETREE)

97. Agenda of Institution Position using Stage Mapping

The mappings of USM and its position through the focused initiative aims at putting USM on the national, regional and global maps through selected initiatives by:

- I. Stabilising and improving the USM business dynamic environment through establishing smart partnerships with industry, stakeholders and looking after the interest and the risk of the university through the establishment of a special Business and Entrepreneurship Development centre.

98. Acculturation of USMers from Receiving to Giving.

An awareness programme that can change the attitude of the university community from receiving to giving is needed to be implemented immediately. This will change the entire emphasis in attitudes, knowledge and practices based on the teachings of religion that emphasise the spirit of sacrifice and willingness to give in all situations whenever possible. The giving culture is not only in terms of financial aspect but also in the aspects of energy, ideas and so forth.

Strategic Thrust 3. Commencing the new initiatives of APEX Phase 2

99. Strategic Thrust 3 focuses on three main programmes of new initiatives. First, the commencement of empowerment and establishment study programme. Second, the integration of existing organisations or formation of new organisation programme, and lastly, the physical projects. All these programmes will be implemented in this year.

100. The commencement of empowerment and establishment study programme

Initiates the Study on the University's Capability of Continuous Income Generation (Financial Sustainability). This is a new initiative that has been identified as capable of generating funding which includes commercialisation programme, continuous financial income generation programme, real estate investment programme and business partnership programme. This initiative also includes Sungai Dua Revitalisation, Private Medical Hospital, Private University or College, Media Broadcasting Centre, USM Club where a study on its business development environment will be carried out. It will be implemented when the viability is proven.

101. The integration of existing organisations or formation of new organisation programme, which includes:

- I. A new project in this programme is the Graduate Placement Centre and it will be implemented after its operation has been reviewed and the ability to operate has been confirmed.
- II. Academic transformation based project is the merger between PKA and U3P Centres.
- III. The upgrading of Housing Unit to Housing Centre which will be responsible for all management aspects of the university accommodation and will serve as an internal incorporation if it is viable.
- IV. The establishment of the University Business, Entrepreneurship and Risk Management Centre which aims at improving the business dynamics of the university, managing planned risk and strengthening students and staff entrepreneurship programme.
- V. The establishment of Knowledge Transfer Centre in collaboration with several PTJ such as CETREE, National Poison Centre and Islamic Science Philosophy Secretariat with the industries and agencies.
- VI. The establishment of the Kuala Lumpur International and Graduate Office.
- VII. The restructuring the Dean of Research Platform Office to Centre for Management and Coordination for Research Innovation (CRI) in five areas, namely 'CRI Natural Science', 'CRI liberal and social science' at the main campus, 'CRI Life Science' at Sains@USM, 'CRI Health and Clinical Science' at the Health Campus and CRI Science Engineering Research Centre (CRI SERC) in the Engineering Campus.
- VIII. Neuroscience Research and Service Center at Health Campus.
- IX. Collaboratories
- X. The establishment of a Knowledge Transfer management centre for IPT in APEX Programme

102. Physical projects:

- I. Cross-Discipline Intensive Research – Physical projects and smart partnerships worth 51 million ringgit will be implemented for the Incubation Centre at Sains@USM at Bukit Jambul.
- II. The Azman Hashim Sports Complex construction project aims at improving USM sporting performance to a higher level besides establishing Azman Hashim Endowment Fund for student development.

Strategic Thrust 4: Continue to Focus on Effective Initiative at the Operational and Programmes Level

103. APEX Phase 1 will be continued in 2013 and the study on its impact will be published in the book State of the Art Phase 1 later. The book “USM APEX: The State of The Art: 2008-2012” has been published as an APEX interim report. Nine transformation initiatives outlined earlier will undergo a process of re-evaluation and repositioning of direction and mapping as outlined in Apex Phase II. Three sub-programmes are:

- I. Synergising Phase 1 Foundation to Phase 2 Empowerment – a study on how the outcomes in Phase 1 are achieved through the use of the given resources will be conducted. This evaluation will examine the resources, governance and talents as the foundation of usage in APEX Phase 1. (Figure 5).
- II. Review the effectiveness and impact of ERRC in each implemented canvas. The initial report has been completed. It will determine the ERRC canvases that are appropriate to be continued to pursue.
- III. Determine the initiatives that need to be continued in the identified empowerment group. The main principle used is to have the fit for purpose programme and not the fit for structures and position programme.

Figure 5: USM; APEX TRANSFORMATION STRATEGIES



104. Responsibility Centres (PTJ) Special programmes:

- I. Establish a Strategic Plan for all Responsibility Centres based on the APEX Phase 2 Planning as described in the 2013 Action Plan.
- II. One activity per month for each PTJ – This suggestion came from several head of departments and I believe it has been practiced, namely, organising one activity per month for its own staff without involving cost and movement. The first Saturday of every month will be the day without activity if possible even though I know some might not be able to be exempted from working on that day. One activity per month implementation is intended to bring staff together in recreational or leisure activities or voluntary community service. It is also a step to bring the academic and administrative staff out of their routine work and mingle around with the public or any group of people for physical and mental well-being. I also would like to encourage more inter-department activities to be organized. The intention was not for the staff or centre to compete to become champion or to receive prizes or to spend a lot of money but it is for them to mingle around with the community.
- III. Wise and Thrifty Spending – I hope that all the heads of responsibility Centre adopt wise and thrifty spending programme, reduce the costs of food and drinks, the cost of running outdoor activities, carry out moderate programmes and also reduce consumables expenses. I believe the heads of Responsibility centre will handle this task wisely without provision of rules or regulation.
- IV. APEX and Partnership - 1PTJ1KTP/CE/IE - Through Knowledge Transfer Programme , Community Engagement Programme and Industry Network Programme, university want each Responsibility Centre to identify and to implement one programme with the elements mentioned above for one PTJ in order to realise the desire of PTJ to serve the public, the industry and community. One of the "flagship" projects that can be continued to pursue is the Sungai Siput Water Supply Project by PPKA, USM Palestine Education Fund Project by MPPUSM and Local Wisdom Laboratory Project by Local Wisdom Secretariat at Tasik Banding.

105. Focus, study, continue or change the direction of programmes, activities or management structures in the aspects of finance, collaborations, services, student development, community service, industry and academic networks in the following groups:

- I. Refocusing on the identified PTJs, projects and programmes such as USAINS and Sains@USM, USM-KL Venture, USM-KLE, USM-MARA, USM-RIKEN, USM-Department of National Heritage, USM-Ipharm and USM-KETHHA which aim at generating more income to the university or increasing services and research relations.
- II. Focusing on existing and new networks such as USM Ambassadors Summit, Sustainable Urban Network, ASEAN Level Network, GHEN, GHEF and MUVCC, RCE for Local Knowledge and IPPTN.
- III. Review the fundamental services provided to students by giving more focus on it such as transportation services, internet access and well-being through counselling.
- IV. Student development based on students and school initiatives and encourages schools to implement continuous graduate development activities with high intensity such as PIMPIN SISWA, NRIC, hockey and netball

tournaments, SEDIA, SIAP and developments through arts and interpersonal skills such as sport and Global University Student Parliament.

- V. Increase accreditation and benchmark for at least one programme or specialization at the school level.
- VI. Establish the “Programme for Acculturation of Research Culture” for undergraduates.
- VII. Improve Research and Innovation system in the ecosystem, namely development, commercialisation and entrepreneurship (DCE). Stabilise the university innovation system and the 40 advanced research initiatives (ARIs) mappings and potential research.
- VIII. Review intensively the basic industry and community network to services to university and community as well as services from industry to university initiative, through the knowledge transfer and value-added principles. The relevant programmes are Healthy Campus, APUCEN, RLC, Staff Well-being Mentoring Programme and increase knowledge transfer programmes.

106. **APEX and Agent of Change**

- I. Centre for Innovation and Productivity in Public Administration. In line with the aspiration to strengthen the commitment of USM in lifelong education programme particularly for public sector staff, USM has collaborated with two strategic partners from Australia, Murdoch University and University of Western Australia, to establish Centre for Innovation and Productivity in Public Administration (CIPPA). CIPPA reflects the continuous commitment of USM to develop quality human capital for public administration in Malaysia and other developing countries by offering professional development programmes and short courses. The establishment of CIPPA is to support the public administration transformation efforts in Malaysia including staff of professional and management group as well as supporting staff. The establishment of CIPPA was also in line with the USM ‘knowledge for all’ concept. CIPPA programmes will be managed by USM management and academic staff, and strategic partners from local and abroad. With the establishment of CIPPA, it is hoped that it will establish and make lifelong education concept more meaningful for USM and other public administrative staff.
- II. APEX and Entrepreneurship - A comprehensive study on how culture and application of entrepreneurship can go beyond the undergraduate degree programme will be conducted and led by selected schools to enhance this acculturation.
- III. APEX and Electronic Publication – University should produce publications in electronic form, or e-book. Publication in the form of electronic will disseminate knowledge and information to the whole world in a cheaper and faster way. The current reading trend has changed from printed materials to the use of electronic devices such as notebook, tablets, smart phones and so forth. Apart from that, electronic publication will help to save cost of printing and more importantly, will be more environmental friendly by preventing trees from being cut down.
- IV. **“Mobile Workforce”** - In the virtual reality and advanced technology era, establishment of a special unit to move the “Mobile Workforce” will be implemented by identifying cost-effectiveness and functions that need to

be maintained and continued, more importantly, to ensure that the identified groups are part of the mobile workforce or the workforce itself is really mobile in nature. The cost of implementation should be equated with the reduction of operating costs in travelling, meeting and so forth.

107. Realising a 'Sustainability Led University'

All agendas under the APEX Phase I and Phase II as well as the target of 2013 are moving towards the efforts of making USM to become a Sustainability-led university. Therefore, all the PTJs must have their own sustainability plans that are in line with the aspiration of the university.

2013 Action Plans

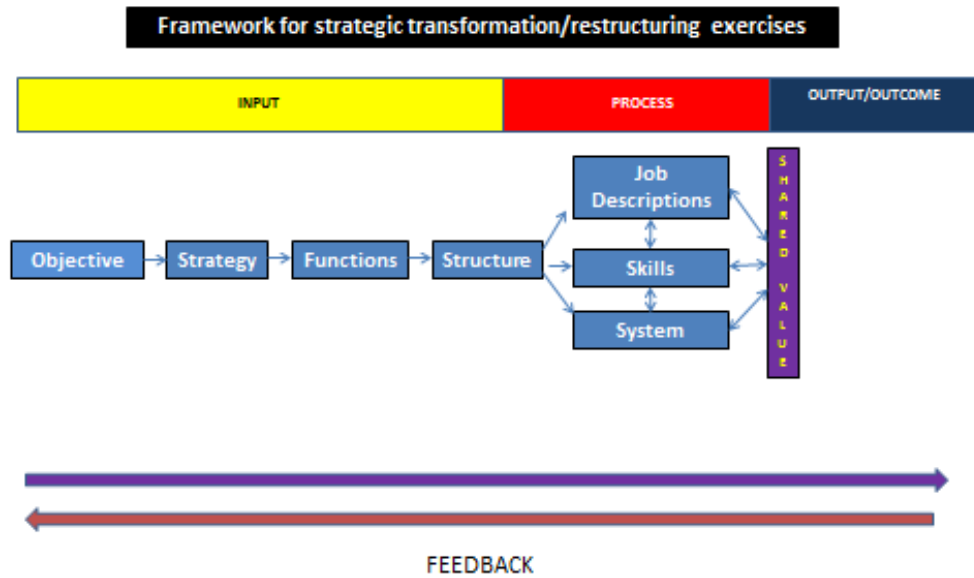
108. In 2013, all the PTJ are required to prepare their action plans in the form of 2-year short-term strategic plan, 5-year medium-term strategic plan and mappings up to 2025 based on Consultative Document APEX Phase II. Notification in stages will be done by the Transformation Office and the Institutional Development Division and Strategic Communications Office. All PTJs also required to prepare a 4-tier management schedule which includes Strategic, Tactical, Operational and Task plans. Enablers Action Plan will be prepared later which includes Academic beyond 2013, global citizen research, financial sustainability, services and Institutional Positioning Agenda.

109. Functions of Schools, Institutions, Centres of Excellence, Departments, Units and all entities in USM:

I. The functions and responsibilities of the above-mentioned entities need to be reviewed to ensure that the university can achieve its overall desired aspiration, reality and excellence. The easiest way to portray this is by interpreting the two figures below accurately. All departments need to answer the following questions as a guideline to the 2013 and APEX 2014-2025 planning.

- a. How consistent are we in the changes that we make?
- b. Are we realistic or still in the air?
- c. Are we still relevance?
- d. With these strength and achievements, can we move on and become a leader?
- e. How good are we in appreciating new ideas?
- f. Where is the blue ocean that we desire or are we still remaining on the red ocean for so long?
- g. To what extent do we value differences and diversity in thought? How far are we willing to help others (leading)?
- h. Are we really leading others or are being led by others?
- i. Do others feel our presence and knowledge?
- j. Are we still dreaming?
- k. Are we in the comfort zone?
- l. Do we live in a world of "perception" or "reality"?

Figure 6:
(USM: TRANSFORMATION FRAMES AND ORGANISATIONAL RESTRUCTURING)



110. Each organisation can do their mapping on the four core classifications and further discuss with the university on the agreement of the classification. All four classifications are relevant in staff scheduling, organisation functional scheduling, term of reference for events as well as ad-hoc and permanent committee. These four core management become the focus for the future, namely outcome based budgeting and expenditure, founded on how the institution determines the priorities in the working process to achieve its output and outcome.

**Figure 7:
USM: ORGANISATION AND FUNCTIONS**

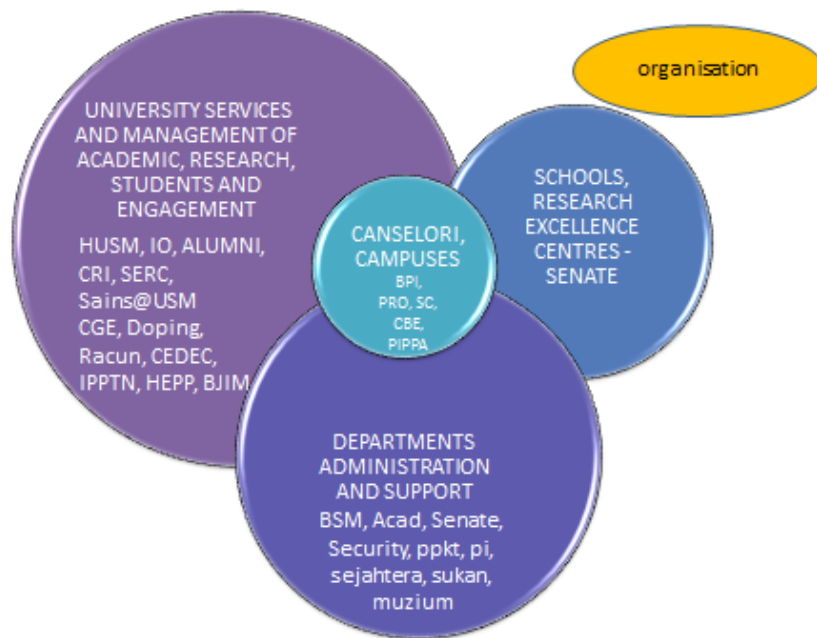
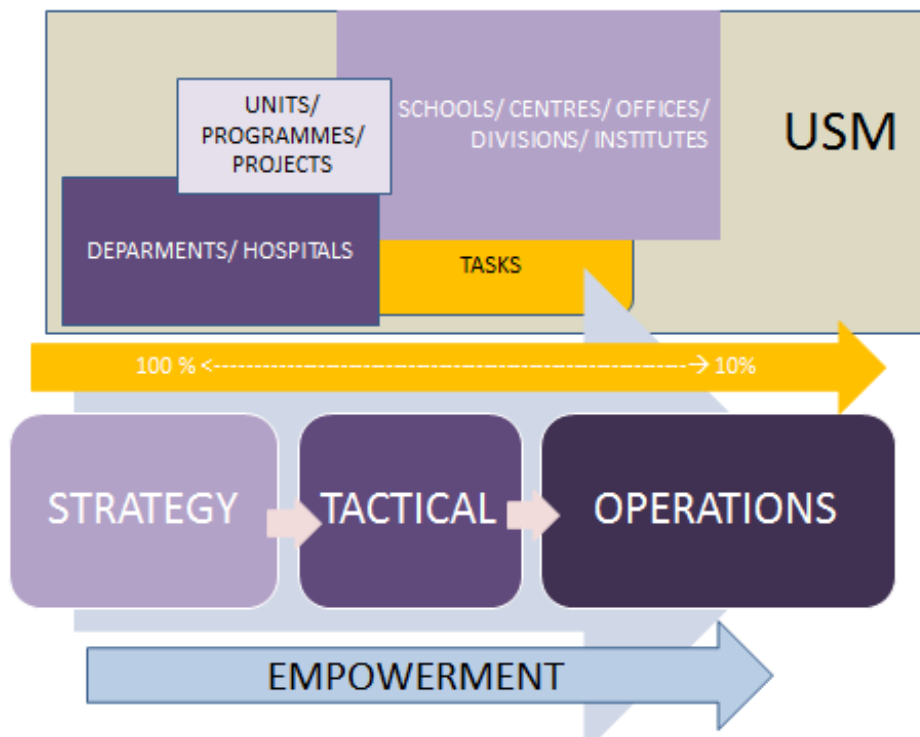


Figure 8:
USM: EMPOWERMENT AND ORGANISATION ENABLER



Overall Aspiration, Reality and Excellence

111. As we leave behind 2012 and usher in 2013 and then be gone soon, many will leave us, especially the graduates, retired staff, those resigned and some staff who may also leave us in this world. As in previous years, life goes on as usual. We hope that this university still gain the respect and remain intact. We pray and at the same time strive to ensure that everyone will be respected. We also pray that we will not be victims of natural disasters or man-made disasters. We should also pray that we will always be together with people who have a good sense, gracious and kind-hearted. The trilogy of goodness and knowledge, which is good knowledge, a good scholar and a good heir of knowledge would ensure that this trilogy synergises in this knowledge institution.

112. Openness

When we talk about openness, we are not referring only to the openness of the management, but also the openness of the staff and students who often do not want to speak up whether in the office, in meetings or lectures. This phenomenon is a major obstacle in the transformation of any organisation, the university or higher education. Openness is also related to the APEX desire to promote sharing, togetherness and belonging that requires sincerity and courage to express one's feelings and truth within the existing circle, substantiated with facts and authentic data as a knowledgeable person.

Ecosphere and the outer shell of APEX 2

113. Mapping the Stakeholders

The final synergy of this year speech is to encourage all of us to be more sensitive to our stakeholders in our lives and in the university. Let us unite and give some respect to the stakeholders out there. Gain their confident and trust by knowing their interest, appreciate and always keep in touch with them so that they will always feel that they are relevant to us. Among those stakeholders are our government and its agencies which are led by various parties such as the Alumni, Kelab Jasa Budi and not forgetting our industrial partners, which have helped the university immensely in ensuring that our students are marketable in today's job market. The community is also part of our important stakeholder because this is where the knowledge is sowed through various means and mechanisms of knowledge transfer. The most important individual stakeholder is our own family, where we find love and comfort. The environment is also another stakeholder that we need to respect and honour. But the most important stakeholder is our Almighty Creator, who is ever watching and guiding us whether we realise or not. This is the very basic and fundamental issue that we should never forget or neglect in whatever we do.

114. Together we Fill the Mosque

Before I end my speech, I would like to remind myself and all of our Muslim community to enlighten our mosque. Fulfill the *saf* and seek the opportunity to perform the *solat berjemaah* especially during Maghrib, Subuh and Isya'. Let us together fill the entire space at the Masjid al-Malik Khalid during Subuh. There are about 1,500 Muslim men in our main campus, 450 in the engineering campus and another 450 in Kubang Kerian, Kelantan campus. Fill the mosque, Fill the mosque, Fill the mosque because that is the key to portray our strength as true Muslims.

Closing

115. 2012 also witnessed some sad moments when we face separation in various form. With that, I would like all of us to remember those who had left us with the prayer and hope that they will be blessed by Allah S.W.T. Secondly, for those who had left us as a retirees or completed their services with USM, we thank you from the bottom of our hearts, as we appreciate your valuable contributions and wish you all the best in your future undertaking. Continue to live as a knowledgeable person who has been nourished in this university. The same goes to our graduates and I truly hope that

they will carry the torch of USM to wherever they go. Last but not least, to all the head of departments and directors who have ended their service as administrators, we thank you for all that you have done for the university.

116. To all staff, students and stakeholders, let us continue to synergise in the ecosphere of **Universiti Sains Malaysia, the Sustainability-Led University**.

117. Finally, let us all reflect on the words of Allah s.w.t. from Surah AlBaqarah Verse 115

عَلِيمٌ وَسِعُ اللَّهُ إِنَّ َ اللَّهُ وَجْهَهُ فَتَمَّ تَوَلَّوْا فَأَيْنَمَا َ وَالْمَغْرِبُ الْمَشْرِقُ وَلِلَّهِ

translated to Malay, “Dan kepunyaan Allah-lah timur dan barat, maka ke mana pun kamu menghadap di situlah wajah Allah. Sesungguhnya Allah Maha Luas (rahmat-Nya) lagi Maha Mengetahui.

Ya Allah I leave everything up to You.

While I may know what I want,

only You know what I need,

You know what's best for me and I trust that.

So Ya Allah, i ask you to grant me what's best for me and keep me away from which will not benefit me.

Aameen Ya Rabb.

(quoted from 'Islamic Knowledge')

PETA BUKU 2013

Bil	
	Pendahuluan
	Kami Memimpin
	Universiti dan Ekosferanya
	IMBAS KEMBALI
	APEX FASA II: 2014-2025
	Melangkah ke Fasa Kedua APEX
	PENGUPAYAAN 2013 - EMPOWERMENT DAN TERAS PENGURUSAN

Bil	TERAS-TERAS STRATEGIK 2013		
TS1	Teras Strategik 1: Pengupayaan Perancangan APEX Fasa 2		
		Mod, Tahap dan Asas	Pemunya Utama Proses (akan dikenal pasti pasukan)
1	Pemboleh Utama	Pemahaman dan Maklum Ba	BPI
	1 Governan Insani		
	2 Kelestarian kewangan		
	3 Pemacuan penyelidikan dan inovasi global dan prominen		
	4 Warga Global		
	5 Keberhasilan akademik di peringkat antarabangsa		
	6 Perkhidmatan melewati penyelidikan dan akademik		
	7 Agenda kedudukan institusi		
2	Gerak Kerja	Perundingan, Perjumpaan dan Perbincangan	BPI
	1 Dokumen Pengupaya Pemboleh Ubah Utama		
	2 Rolling Plan 2014-2015		
	3 Pelan Mukhtamad Apex Fasa II termasuk pelan 5 tahun dan Pelan Pemetaan Masa Hadapan		
	4 Apex Fasa II - Program perundingan, pengkayaan dan perhubungan		
	5 Program Lonjakan Apex		
TS2	Teras Strategik 2: Meneruskan pusingan asas Transformasi APEX		
1	Transformasi terpilih dalam governan insani	Akan Ditentukan	BPI
	1 Penerusan transformasi organisasi kepada beberapa PTJ		Transformasi
	2 Mentransformasi Pengurusan Sumber Manusia		Pendaftar
	3 Mengupaya pengurusan universiti kepada aspek strategik, taktikal dan operasi, tugas (task);		PIPPA
	4 Memfokuskan program kelestarian unversiti kepada impak kepada penyelidikan, akademik dan perpindahan ilmu.		CGSS
	5 Pengurusan pengajian siswazah ditransformasikan dalam konteks ekosfera university		IPS
2	Melancarkan Program Transformasi untuk Kelestarian Kewangan		
	1 Program rasionalisasi kos keseluruhan universiti		Bendahari
	a. Program “Energy Efficiency and Energy Savings” dengan sasaran dan implementasi menyeluruh yang dijangka melibatkan penjimatan kos.	Semua PTJ	CETREE
	b. Program pengurangan perbelanjaan operasi yang diterajui oleh Jabatan Bendahari dengan panduan dan peraturan perbelanjaan dan penjimatan kos menyeluruh,		Bendahari
	c. Program pengurusan kenderaan university kearah penggunaan samaan dan caj kepenggunaan.		Bendahari
	d. Program sistem pengangkutan dalam hijau university dengan penggunaan ‘ecovan’ yang akan dikawal selia perancangan menyeluruh bersama.	Universiti	Tansformasi
	e. Program Perolehan hijau yang menekankan kepada pengurangan penggunaan bahan-bahan tidak mesra alam dan tidak cekap tenaga yang diterajui bersama berapa entiti	Semua PTJ	CETREE
	2 Transformasi aspek keselamatan university, kesihatan dan keselamatan pekerjaan dan tempat kerja	Target and implementation	Transformasi
	3 Program transformasi kemudahan universiti	Rules and Guidelines	Transformasi
	4 Outcome Based Budgeting program implementasi	Target and implementation	Bendahari

3	Memulakan asas pembentukan Warga Global		
	1 Ekosistem perancangan penggantian pengkhususan kepakaran akademik	Pelan Penggantian	PIPPA
	2 Transformasi minda melalui latihan dan pendekatan bersistematik	Sistem dan Kaedah	PIPPA
	3 Program Transformasi bakat dalam bidang akademik dan pengurusan penyelidikan universiti.	Program Bakat	PIPPA
4	Pemetaan Transformasi Akademik Merentasi Institusi		
	1 Perancangan menyeluruh Program akademik kelestarian	Odit Akademik dan Penyelidikan	PKA/CGSS
	2 Penilaian semula saiz kelas yang besar dan kajian prasarana dan kecukupannya		PKA
	3 Arah tuju OBL, PBL dan metodologi lain		PKA
	4 Program pemacuan dan transformasi E-learning		PKA
5	Peralihan budaya Penyelidikan Intensif Merentas Bidang berasas focus dan output		
	1 Mentransformasikan proses penyelidikan daripada asas pusat tanggungjawab kepada pemyelidik	Sistem Empowerment	TNC RNI
	2 Perubahan RU daripada MyRA1	Semua PP dan COE	
	2 Perubahan daripada instentif kepada prestasi kepada insentif berfokus kepada lonjakan penyelidikan dan akademik		
3 Strategi Baru Penyelidikan dan Pasca Siswazah			
6	Perkhidmatan Berasaskan Penyelidikan dan Akademik dan Perpindahan Ilmu		
	1 Perubahan kepada perkhidmatan kepada komuniti dan hubungan industri	Panel Penasihat	TNC HJIM
	2 Penstrukturan semula pusat perkhidmatan berasaskan industri dan komuniti		
7	Agenda Kedudukan Institusi dengan Pemetaan Berteras		
	1 Memantapkan dan meningkatkan persekitaran dinamik perniagaan USM	Mewujudkan satu pusat khas Pembangunan perniagaan dan	CBER
8	75. Pembudayaan USMers Daripada Menerima kepada Pemberi		

TS3	Teras Strategik 3. Memulakan inisiatif baru APEX Fasa 2		
1	77. Program permulaan pengupayaan dan kajian penetapan		
	Memulakan Kajian Keupayaan Penjana Kewangan Berterusan Universiti (Kelestarian Kewangan).		
	Sungai 2 Revitalisation, Private Medical Hospital ,Private University or College, Media Broadcasting Centre, USM Club		
3	78. Program berbentuk integrasi organisasi sedia ada atau pun pembentukan organisasi baru		
1	Graduate Placement Center dan dilaksanakan selepas pengoperasiannya dikaji dan dimaklumi kebolehan untuk operasi.	kajian Operasi	TNCHEPP
2	Penggabungan PUSAT PKA DAN U3P	Penggabungan	TNCAA dan HEPP
3	PUSAT PERUMAHAN	kajian kemungkinan	TNCHEPP
4	Penubuhan Pusat Perpindahan Ilmu	PTJs s industry dan agensi.	TNCHJIM
5	Menubuhkan Pejabat Antarabangsa dan Siswazah Kuala	Outreach	BPI
6	Menyusun semula Pejabat dekan pelantar kepada Pejabat Pengurusan dan Koordinasi Penyelidikan (Centre for Management and Coordination for Research Innovation (CRI) dalam 5 bidang iaitu,	'CRI Natural Science'; 'liberal and social science', 'Life Science' , 'Health and Clinical Science'dan SERC	BPI
7	Pusat Perkhidmatan dan Penyelidikan Neuroscience di kampus kesihatan	Bidang Nic	BPI
8	Collaboratories yang Berdaya Maju		
9	USM Pusat KTP	Projek APEX	CETREE
4	Projek berbentuk fizikal yang akan dilaksanakan		
1	Pusat Inkubator bernilai 51 juta	Pembinaan	TNC PNI
2	Projek pembinaan Azman Hasim Sports Complex	Pembinaan	TNCHEPP

TS4	Teras Strategik 4: Meneruskan, Memfokus Inisiatif Berkesan Peringkat Operasi dan Program			
1	APEX Fasa 1 diteruskan pada 2013 1 Mensinergi Asas Fasa 1 kepada Pengupayaan Fasa 2 2 Mengkaji keberkesanaan dan impak ERRC dalam setiap canvas yang dilaksanakan 3 Menetapkan inisiatif yang perlu diteruskan dalam kelompok pengupayaan yang dikenal pasti		PTJ BPI	
2	Program khusus Pusat Tanggungjawab 1 Mengadakan Pelan Strategi untuk semua PTJ berdasarkan kepada Perancang APEX Fasa 2 2 Setiap PTJ 1 aktiviti sebulan 3 Perbelanjaan Berhemah dan Berpada 4 APEX dan Perkongsian - 1PTJ1KTP/CE/IE			
3	Memfokus, mengkaji, meneruskan atau mengubah hala tuju program, aktiviti atau struktur pengurusan			
	Memfokuskan kepada jaringan sediaada dan jaringan baru seperti	USM Ambassadors Summit, Sustainable Urban Network, ASEAN Level Netowrk, GHEN,GHEF and MUVCC, RCE for Local Knowledge dan IPPTN.		STRATCOMM
	Mengkaji semula asas perkhidmatan kepada pelajar dengan lebih berfokus	Perkhidmatan pengangkutan, capaian internet dan kesejahteraan melalui penasihat		TNCHEPP
	Pembangunan pelajar berasaskan kepada inisiatif pelajar, inisiatif pusat pengajian dan inisiatif institusi (APEX)	Pembangunan pelajar siswazah, PIMPIN SISWA, NRIC, Pesta Hoki dan Pesta Bola Jaring, SEDIA, SIAP dan Pembangunan menggunakan kemahiran seni dan kemahiran kendiri seperti sukan dan Global Universiti Student Parliament		TNCHEPP
	Meningkatkan akreditasi dan penandaras untuk sekurang-kurangnya satu program atau pengkhususan peringkat pusat pengajian.	Pusat Pengajian		PKA
	Mewujudkan "Programme for Acculturation of Research Culture untuk pelajar ijazah pertama	Pusat Pengajian		IPS
	Meningkatkan system Penyelidikan dan Inovasi dalam ekosistemnya iaitu pembangunan, pengkomersilan dan keusahawan (DCE) juga dengan memantapkan system inovasi university dan juga pemetaan 40 inisiatif penyelidikan termaju (ARIs) dan penyelidikan berpotensi.	PTJ		TNCPNI
4	APEX dan Agen Perubahan 1 PIPPA 2 APEX dan Keusahawanan 3 APEX dan Penerbitan Elektronik 4 Mobile Workforce"			PTJ BPI PIPPA CBER PENERBIT TRANSFORMASI BPI
5	Merelasasikan Universiti Memimpin Kelestarian			