





STRATEGIC PLAN 2016-2025



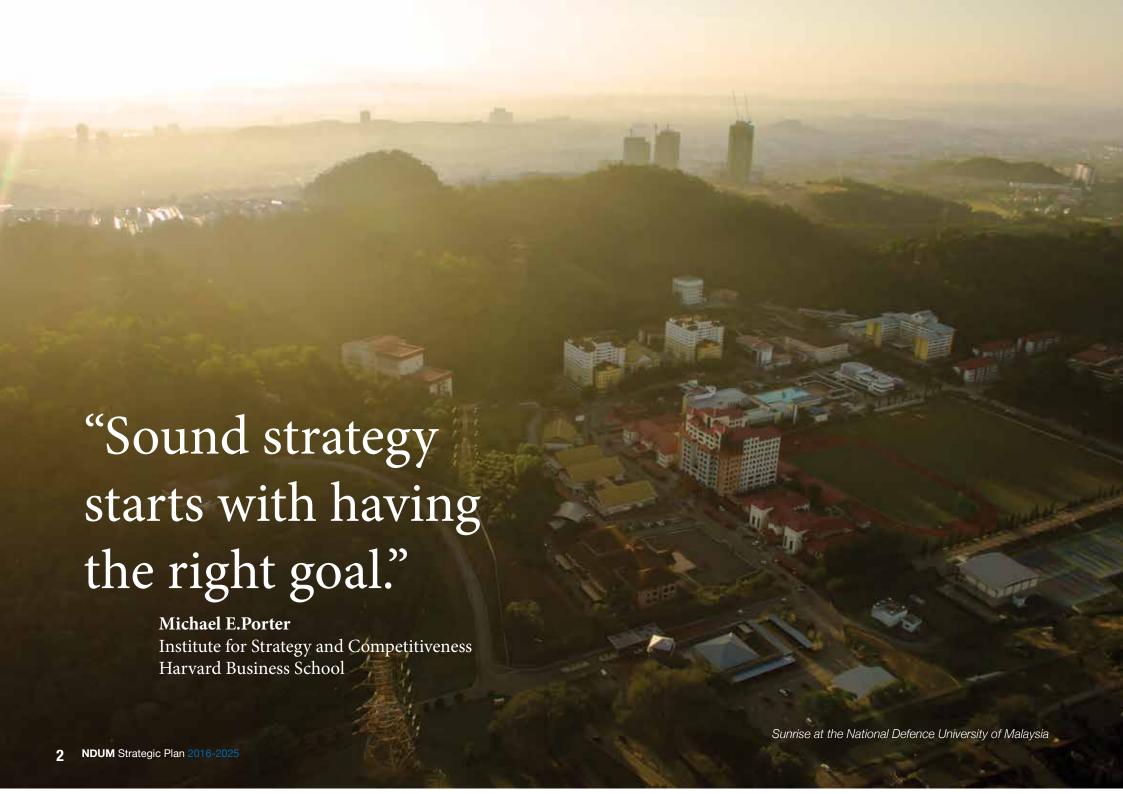


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Foreword from the Chairman

Senator Laksamana Tan Sri Dato' Setia Mohd Anwar bin Hj Mohd Nor (Retired)
PGAT PMN PSAT PSD SJMK SSAP SSIS SPTS DHMS DCSM DPMS DPTS PAT JSM
JSD PMP KAT KMN BKT DPKT (Brunei) OLH (France) OMRI (Italy) Yudha Dharma Utama
(Indonesia) White Elephant First Class Knight Grand Cross (Thailand) PLH (Philippines)
NI(M) (Pakistan) LOM (USA) PPS PPA MSc EBM (Warwick) jssc psc

This National Defence University of Malaysia Strategic Plan 2016 – 2025 that supersedes the NDUM Strategic Plan (Revised) 2012 – 2015 has been developed based on the National Defence University of Malaysia (Incorporation) Order 2006, key features stated in the NDUM Strategic Plan (Revised) 2012 - 2015, the Malaysia Education Blueprint 2015 – 2025 (Higher Education), the Eleventh Malaysia Plan 2016 - 2020, as well as political direction. It is not only a result of much engagement and interaction between the Board of Directors and the Management Committee of the university but also a response to the demands of the nation in terms of higher education and human capital needs.

This Strategic Plan will continue to provide a beacon and compass for the strategic direction of the university, as well as augment its trajectory of growth. The Board of Directors fully endorse the Strategic Plan and will work very closely with the Management Committee to ensure its smooth and timely implementation, based on the Key Performance Indicators (KPI's) that have been developed.

The Board of Directors wish the Vice Chancellor and his team every success in moving forward the university through the implementation of this Strategic Plan.

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Senator Laksamana Tan Sri Dato' Setia Mohd Anwar bin Hj Mohd Nor (Retired)

Chairman











Message from the Vice Chancellor

Jeneral Tan Sri Dato' Seri Panglima Haji Zulkifli bin Haji Zainal Abidin PGAT PSM PJN SIMP SPTS SPMT SSTM SPKK DHMS DGPN PSAT DPTS DPMS DGMK PAT JSM KMN BSK AMK PJM reds mpat Imt MM (AIM) Manila ADBM (Wales)

Bismillahhirahmanirahim...

Since becoming a full-fledged university in November 2006, the National Defence University of Malaysia (NDUM) has continued its capacity building, while remaining a boutique university, focused on the defence and security domains.

Although faced with many challenges, especially resource constraints, it has continued to push forward, underpinned by its philosophy and driven by its vision and mission. It has always taken into cognisance the needs of the principal stakeholders i.e. the Ministry of Higher Education and the Ministry of Defence, as well as the nation's security agencies and defence industry. It has also recognised the need for strategic partnerships, both at home and abroad.

As it continues to move forward, NDUM should always strive to remain relevant and competitive in the defence and security domains. It must also continue to contribute to nation building. For this, it must certainly be driven by excellence so as to achieve its vision of becoming the premier defence university in the region for education, training and knowledge creation.

NDUM has always recognised the need for a clear strategic direction and roadmap. This, it has realised, through developing strategic plans. The National Defence University Strategic Plan 2016-2025, which replaces the NDUM Strategic Plan (Revised) 2012-2016, will serve this very purpose, as the institution marches into the future.

I would like to thank my team members who have worked closely with me in putting together this Strategic Plan. The task ahead is to operationalise the Action Plan with a sense of urgency.

Lastly, it must be mentioned that the Management Committee has always sought the advice and direction of the Board of Directors. In this respect, it must be emphasised that this Strategic Plan is also the result of the engagement and continuous interaction with the Board of Directors. The Management Committee will always be guided by their vision and wisdom in all its endeavours. Insvaallah.



Jen Tan Sri Dato' Seri Panglima Hj Zulkifli bin Hj Zainal Abidin Vice Chancellor





National Defence University of Malaysia STRATEGIC PLAN 2016-2025

Introduction







Introduction

- 1. Having transformed itself from the Malaysian Military Academy (ATMA) that was created in 1995, the National Defence University of Malaysia (NDUM), based on the National Defence University of Malaysia (Incorporation) Order 2006, Warta Kerajaan Malaysia dated 9th November 2006, came into being as a university in its own right on 10th November 2006. This charter of the university in the form of the Incorporation Order, clearly provides that the focus of the university shall be defence, be it teaching and learning, research or in all its forms. The founding fathers of the institution laid out their vision that NDUM should always remain a 'niche and focussed university'. In its challenging journey of almost a decade and in its trajectory of growth, it has also embraced the security domain. NDUM can thus be described as 'a niche and boutique university' with its orientation to the ecosystem of defence and security.
- 2. To move forward in a strategic manner and with a clearly defined roadmap, NDUM developed the NDUM Strategic Plan 2009 2014 based on the National Higher Education Strategic Plan 2007 2010. This was then replaced by the NDUM Strategic Plan (Revised) 2012 2015 which was fundamentally based on the earlier NDUM plan. NDUM Strategic Plan 2012 2015 took cognizance of the developments in the nation's higher education, especially that encapsulated in the National Higher Education Strategic Plan Beyond 2020 Phase 2 (2011 2015).
- 3. The NDUM Strategic Plan (Revised) 2012 2015 ran its course ending in 2015. This coincided with the release of two very important documents by the government i.e. The Malaysia Education Blueprint 2015 2025 (Higher Education) and the Eleventh Malaysia Plan 2016 2020.
- 4. Logically, these developments necessitated the need for a new NDUM strategic plan that would provide the roadmap and compass for NDUM from 2016 onwards, which has been realised in the form of this National Defence University of Malaysia Strategic Plan 2016 2025 (NDUM Strategic Plan 2016 2025), a product of several retreats and discussions, with the last major one being held at Kem Kongkoi on 7 9 December 2015. It is also the result of the direction and inspiration of the Board of Directors, especially at its board meetings of 13 November 2015 and 26 February 2016, wherein the draft strategic plan was tabled by the Management of the University for its deliberation and endorsement. The Board of Directors and Management Committee's engagement and subsequent approval by the former underscores the fact that the NDUM Strategic Plan 2016 2025 shall provide the undisputed strategic direction of the university for the next ten years (2016 2025).







MALAYSIA

Warta Kerajaan

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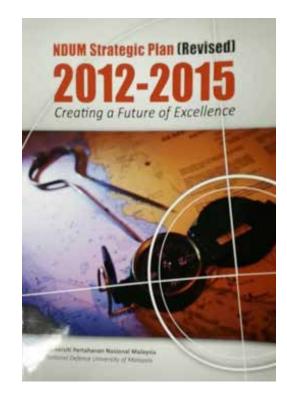
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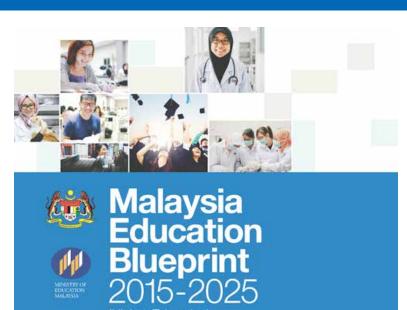
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(Higher Education)





National Defence University of Malaysia STRATEGIC PLAN 2016-2025

Fundamentals of the Strategic Plan







Fundamentals of the Strategic Plan

- 5. The NDUM Strategic Plan (2016 2025) is based on the following fundamentals:
 - The National Defence University of Malaysia (Incorporation) Order 2006, Warta Kerajaan Malaysia dated 09th November 2006.
 - Key features encapsulated in the NDUM Strategic Plan (Revised) 2012 2015.
 - The Malaysia Education Blueprint 2015 2025 (Higher Education).
 - The Eleventh Malaysia Plan 2016 2020.
 - Political direction.

The National Defence University of Malaysia (Incorporation) Order 2006

- 6. The National Defence University of Malaysia (Incorporation) Order 2006 clearly states that the NDUM shall promote and develop higher education in the fields of defence and military such as military history, defence economics, military communication, electrical engineering, mechanical engineering, nautical science and maritime technology, aviation science, computer science, defence information and technology, defence biotechnology and ammunition science, security studies, conflict resolution, strategic studies, military leadership, and other necessary fields of study, as well as provide for research, accumulation and advancement of knowledge as well as dissemination of knowledge in these fields of study.
- 7. The Incorporation Order 2006 clearly states that NDUM, as a higher educational institution of the country, shall focus its teaching and learning, research, knowledge creation and its dissemination in the fields of defence and military. This incorporation order, as mentioned earlier, constitutes the charter of the university and forms the basis for the existence of the institution. NDUM should therefore always be driven by its defence and military flavour in all its dealings as it marches on into the future.

NDUM Strategic Plan (Revised) 2012 -2015

- 8. Although the NDUM Strategic Plan (Revised) 2012 2015 has to be substituted with a new plan because of the effluxion of time, many key features of the same are still found to be relevant for NDUM and should be incorporated into this new strategic plan. These are the following:
 - Officer Development Programme (ODP) Theoretical Construct.
 - NDUM Philosophy, the basis on which NDUM has been created.
 - NDUM Vision, the picture of what and how NDUM should be in future.
 - NDUM Mission, the reason for NDUM's existence.
 - The manner in which the Philosophy, Vision and Mission shall be achieved.
 - NDUM's overarching values.



The Malaysia Education Blueprint 2015 – 2025 (Higher Education)

- 9. The Malaysia Education Blueprint 2015 2025 (MEBP) has laid down 10 shifts to transform Malaysian Higher Education viz:
 - Holistic, Entrepreneurial and Balanced Graduates
 - Talent Excellence
 - Nation of Lifelong Learning
 - Quality Technical and Vocational Education and Training (TVET)
 - Financial Sustainability
 - Empowered Governance
 - Innovation Ecosystem
 - Global Prominence
 - Globalised Online Learning
 - Transformed Higher Education Delivery

10. The 10 shifts, which are of a generic nature, are to be applied to all institutions of higher learning in the country, both public and private. NDUM is no exception. The 10 shifts can be represented diagrammatically as reflected in **Figure 1**.

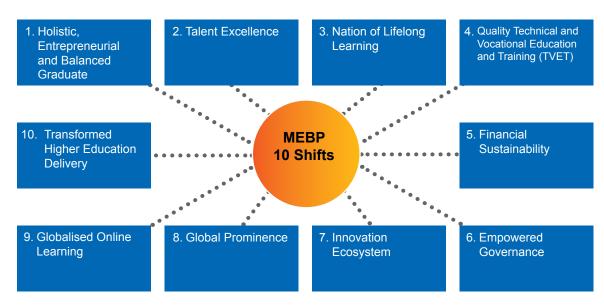


Figure 1: 10 Shifts of Malaysia Education Blueprint 2015 – 2025 (Higher Education)





Eleventh Malaysia Plan 2016 - 2020

- 11. The Eleventh Malaysia Plan 2016 2020 (EMP) has outlined the strategic direction to accelerate Malaysia's growth over a five year period, as well as laid down six (6) Strategic Thrusts viz:
 - Enhancing Inclusiveness Towards An Equitable Society
 - Improving Well Being For All
 - Accelerating Human Capital Development For An Advanced Nation
 - Pursuing Green Growth for Sustainability and Resilience
 - Strengthening Infrastructure Economic Expansion
 - Re-engineering Economic Growth For Greater Prosperity
- 12. These six (6) Strategic Thrusts can be represented diagrammatically as reflected in Figure 2.

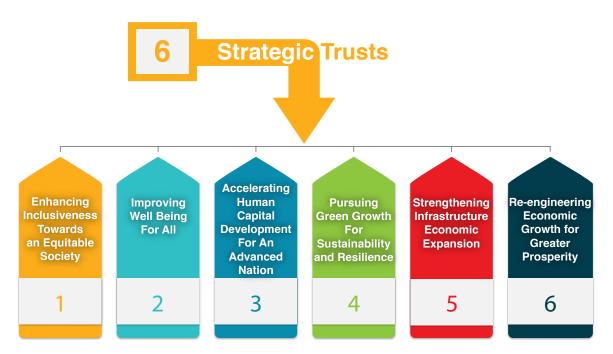


Figure 2: Eleventh Malaysian Plan (2016 – 2020) (EMP) – Strategic Thrusts

- 13. In addition, the EMP has laid down six (6) Game Changers viz:
 - Unlocking the Potential of Productivity •
 - Uplifting B40 Households towards a Middle-class Society
 - Enabling Industry-led Technical and Vocational and Training (TVET)
 - Embarking on Green Growth
 - Translating Innovation to Wealth
 - Investing in Competitive Cities
- 14. The six (6) Game Changers can be represented diagrammatically as in Figure 3.

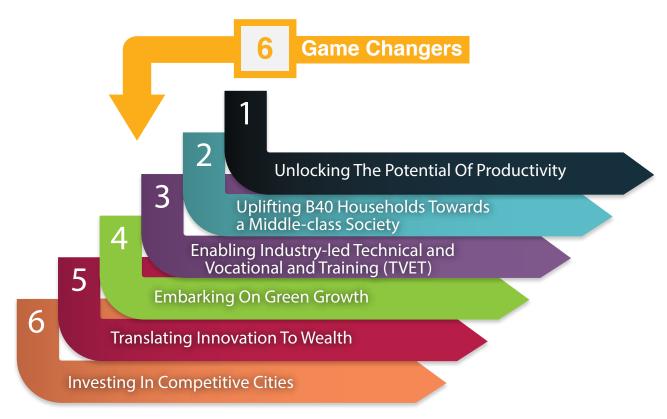


Figure 3: Eleventh Malaysian Plan (2016 – 2020) (EMP) – Game Changers





15. An analysis of the six (6) Strategic Thrusts and six (6) Game Changers of the EMP and the 10 shifts of the MEBP highlights their linkages as shown in **Figures 4 and 5**:

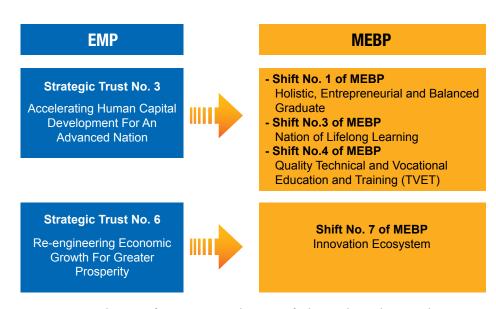


Figure 4: Linkages of 6 Strategic Thrusts of Eleventh Malaysia Plan to Malaysia Education Blueprint

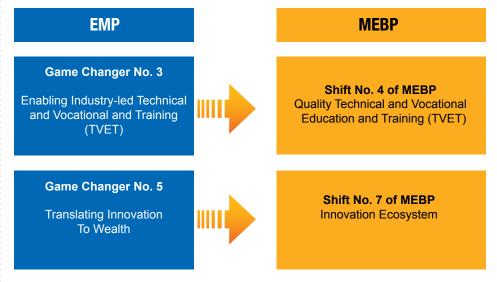


Figure 5: Linkages of 6 Game Changers of Eleventh Malaysia Plan to Malaysia Education Blueprint.

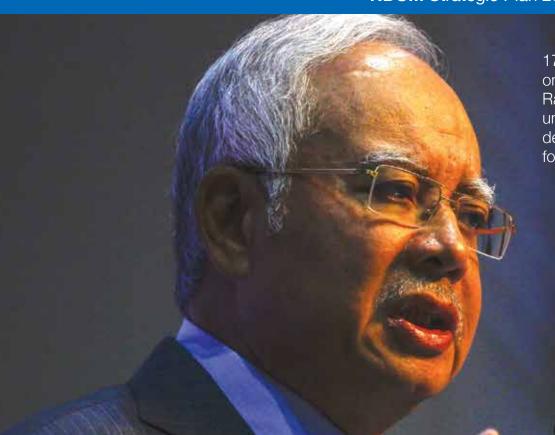


Political Direction

16. The Senior Management of NDUM was invited for a session with Dato' Sri Haji Idris Jusoh, the Minister of Higher Education on 6th October 2015. The respectable Minister provided the following directions:

- NDUM should stick to the spirit of the National Defence University of Malaysia (Incorporation) Order 2006, Warta Kerajaan Malaysia dated 09th November 2006.
- The focus of NDUM should be defence and security.
- In view of the very specialised nature of NDUM, it has to be treated differently from the remaining 19 public universities of the country. As such, the cost of operating the university should not be compared to other public universities.
- NDUM should focus on creating academic programmes that contribute to the needs and professional development of the Malaysian Armed Forces (MAF) and Security Agencies of the country.
- The need for NDUM to forge strategic partnerships with other universities in the country such as for an undergraduate degree in law (LLB).
- The ratio of academic to non-academic staff of the university should be improved.
- The University should continue to work on creative financing such as offsets funding.





17. At the official opening of the Universiti Malaysia Pahang main campus on 21st February 2016, the Prime Minister Dato' Seri Najib bin Tun Abdul Razak outlined four (4) major focus areas that must be mastered by local universities to enable Malaysia to achieve its goal of becoming a fully developed country as well as making it more competative. The four major focus areas are as follows:

- Innovation
- Entrepreneurship
- Language proficiency
- Science, Technology, Engineering and Mathematics (STEM)







National Defence University of Malaysia STRATEGIC PLAN 2016-2025

The Strategic Fit







The Strategic Fit

18. Based on the fundamentals of this strategic plan, the Strategic Fit for NDUM that involves various components, including the Officer Development Programme (ODP) -Theoretical Construct, NDUM's overarching values, its philosophy, vision and mission, all as stated in the NDUM Strategic Plan (Revised 2012 – 2015), and the various strategies stated as 'shifts', as well as an Action Plan, with its performance indicators, is laid out below. It is this Strategic Fit that will continue to lead the institution towards attaining excellence in the field of defence and security.

Officer Development Programme (ODP) - Theoretical Construct

- 19. Whilst the very foundation of good education for Military Officers starts in school, it is only at the tertiary level that they sharpen their intellectual capacities. NDUM as the first tier tertiary level institution has the responsibility of developing not only their intellectual capacities but also their professional or military skills and leadership qualities. This differentiates NDUM from the other universities. Graduate officers from NDUM shall reflect the completeness of their learning by carefully nurturing a three dimensional development of the individual domains i.e. intellectual, leadership and the profession of arms.
- 20. The NDUM Officer Development Programme (ODP) aims at creating leaders equipped with the art of direct and indirect influence and skills for creating the right conditions for organisational success in accomplishing mission goals. The end product of the ODP shall be officers who are highly motivated, fully competent, knowledgeable, courageous, disciplined and professional. Developing these leadership attributes will contribute to the honing of professional skills that will hold them in good stead in both the military and civilian professional arenas. The ODP hopes to lay the foundation for developing both outstanding military leaders and future captains of industry. The Officer Development Construct is reflected in **Figure 6**.



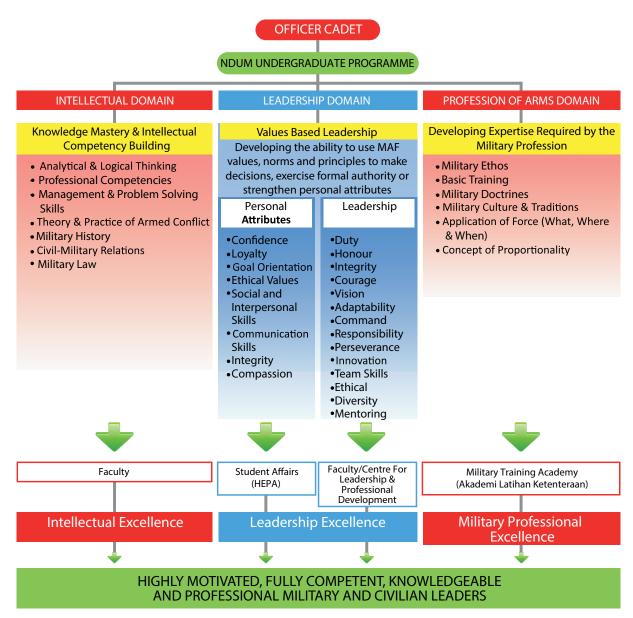


Figure 6: Officer Development Construct, The NDUM Model





Intellectual Excellence Domain

- 21. The education of military officers is critical for developing an effective and viable military organisation. This is achieved by developing intellectual competencies and expertise in related fields; by inculcating values of cooperation and cohesion within the force; and by instilling the responsibility of the professional to society at large.
- 22. For NDUM, academic education and military training constitute learning and different courses offered, as well as the drive towards developing generic intellectual competence. Essentially, the objective of academic education is to develop intellectual competency whilst that of military training is to imparts particular skills required for the successful conduct of military operations. Although academic education focuses on the 'why' as opposed to military training that focuses on the 'how', still they have to be seen as two sides of the same coin.
- 23. NDUM must demand higher standards from its students. The cadets need to be challenged to achieve greater heights. It is the only way to strive for excellence. Student evaluation or grading should not be purely for classification but more for evaluating skills and assessing knowledge levels so that they can be mentored to strive for higher levels. Emphasis has to be not only in acquiring intellectual competence but also in problem solving, creative thinking, adaptability and innovative application of solutions to overcome the challenges faced in managing all situations. Such skills need to be developed in tandem with the acquisition of intellectual competence through appropriate pedagogical methods like the case study method of learning.





Leadership Excellence Domain

24. For mission success it is important that leaders are professional, ethically motivated and able to understand and internalise military ethos. Leadership in the military has essentially been directive that is embodied in the training and discipline. This may not be the approach of choice in the present day and time. Circumstances require the application of transformational type of leadership style. It invariably involves the renewed focus on vision, adaptability, willingness to lead and persevere at the personal level, whilst at the team level be able to motivate followers, build team spirit and create the right scenario for others to succeed and be innovative.

25. Leading people involves leading in integrated operations, from the management of tri-service forces to involvement in domestic humanitarian operations to peace keeping or international conflict situations. Each has to address different fears and challenges amongst the followers who want to get the job done safely and within the Malaysian Armed Forces (MAF) ethos. Cadets have to understand that the military ethos is essentially the character, the identity and the motivational spirit of the MAF that is shaped by the professional aspirations of individuals and the group. It comprises values, beliefs, expectations of the Malaysian society and the military professional imperatives. The military ethos is again moderated by the ethical values of society and the cadets have to be schooled to understand that leadership operates within the context of the ethos and societal values. Hence the use of the term 'value based leadership'.

26. Developing soft skills and core values will assist cadets in understanding the concept of ethical decision making in the context of value based leadership. Communication skills, interpersonal skills and the ability to engage others are some of the skills that need to be honed. This will assist leaders to be effective in problem solving and making sound decisions. The value of education is not only in acquiring knowledge but also in developing ethical values that form the fundamentals of excellence in leadership.







The Profession of Arms Domain

27. The cadet shall be exposed to basic military training upon entry into the pre-commissioning programme. To assist cadets perform the transition from civilian life to military service, the programme aims to provide the opportunity for the cadet to build self-confidence and esteem. It includes drill and ceremonies, introduction to military culture, physical training, field training programmes and understanding the military ethos. Officers must have the necessary expertise and intellectual competence to be effective war fighters in times of conflict and good leaders and managers in times of peace. Effective military training is conducted towards instilling a high level of skills, discipline, honour and knowledge which will ensure officer credibility amongst peers and subordinates. Good education complements this training for it challenges and changes the cadets by providing better understanding of their intended profession and its applicability.

28. The expertise required by a military professional is determined by the direction, operation and control of the military organisation that is supported by a sophisticated body of theory, knowledge and skill sets. This mandates that the cadet will have to undergo a specialised learning process that includes subjects such as the theory and practice of armed conflict, concepts and doctrines underpinning the conduct of military operations, the doctrine of proportionality, the domain of joint, combined and interagency operations, Revolution in Military Affairs (RMA), Electronic Warfare (EW) and Network Centric Warfare (NCW) need to be taught as a fundamental requirement. Other skills and knowledge areas such as finance, management, defence resource management and planning ability also need to be emphasised.



NDUM Philosophy

29. NDUM has been entrusted by the government with the task of producing human capital in the form of graduates that are prepared by the university towards meeting the demands of the nation's defence and security sectors, as well as promoting its strategic interests. Towards this end, the NDUM philosophy shall continue to be as follows:

Philosophy

The premier national institution dedicated to producing intellectual leaders of character committed towards selfless service to the nation in furtherance of national strategic interests.

NDUM Vision

30. NDUM has been recognised as a boutique university focusing on the niche areas of defence and military studies and driven by a 'blue ocean' strategy that focuses on areas that do not attract the attention of other public or private universities in the country. This emphasises the creation of a small but highly sought after national university, driven by excellence in terms of student quality, as a creator of 'new knowledge' and possessing a world class faculty and facilities. This also positions the university to be the lead think tank for the government in defence and international security.

31. The Vision statement is inspired by the guiding philosophy identified above and shall continue to be articulated thus:

Vision

To be the premier defence university in the region for education, training and knowledge creation.





NDUM Mission

32. The NDUM mission describes the reason for its existence. As generally required, the mission statement is broad and expected to remain relevant for some period of time. It also defines the overarching philosophy and values of the organisation and one that can help NDUM make dispassionate assessments of the performance. The mission statement should have clarity of purpose and be able to focus on stakeholders' needs. The reason for NDUM's continued existence is as follows:

Mission

NDUM is committed to excellence in serving the nation as a premier defence university for leadership and professional development, knowledge dissemination and application of defence science and technology, as well as policy research.



33. This shall be achieved by the following:

- Quality integrated military education and training in producing graduates who exhibit excellence in the intellectual, leadership and professional domains without sacrificing the winning mentality.
- Instilling greater professionalism amongst the academics by stimulating the pursuit of scholarly excellence through a greater flourish of academic and policy research activities resulting in quality publications in refereed journals.
- Being an acknowledged hub for leadership and professional development, policy research and post graduate studies in defence and security.
- Striving for success in Research & Innovation through research collaboration with universities, research organisations and defence industry, both locally and abroad, in creating new knowledge to enable the university to be the knowledge hub and consultancy for defence technology applications.
- Striving for enhanced internationalisation and collaborative networking with reputable international universities, military institutions and research centres.
- Transforming NDUM to ensure greater cross functional coordination, good service delivery and customer focus so as to support NDUM's efforts to be a knowledge hub in defence and security.

The Overarching Values

34. The overarching values shall be as follows:

- The Motto of NDUM is 'Duty, Honour, Integrity'. These core values that make up the NDUM's motto should be the personal bedrock of all university students which they should carry into their future lives upon their graduation. Staff of the university should also live these values and they should be the basis of all the university dealings.
- The NDUM Vision aspires towards creating a premier defence university that excels in developing quality leadership to meet future needs and consequently become the 'University of First Choice'. To achieve this vision, the mission statement translates the dream into value based strategies for leaders to focus on. This is not a mere checklist of generalities but a guidance document that projects the values and aspirations of the stakeholders.

NDUM Strategic Plan 2016-2025





- The clear product of this university is a leader, be it a professional military leader, a leader in the civil service or a captain of industry. This professional military leader has to be capable of executing command decisions within the value based philosophy of the MAF. Invariably military leadership consists of both theory and doctrine. NDUM has to provide the platform for study and application of these doctrines, concepts, techniques and approaches to make a complete military professional with the winning mentality.
- Teaching and learning excellence shall be achieved through specifically designed programmes that emphasise andragogical techniques (student centred) cutting across disciplines and emphasising communication and critical thinking. Training in specific military skills will be reviewed where necessary to keep in line with the requirements of the modern battlefield. Emphasis shall be placed on developing curricula based on an interdisciplinary approach which lays greater emphasis on creativity and innovation.
- The curricula shall be re-evaluated by using peer review techniques and industry feedback to ascertain its utility value and relevance. The curricula shall be so designed to equip students to go beyond the area of specialisation to enable them to become fully capable military officers who are able to exhibit leadership in the battlefield and at the same time capable of appreciating the dynamics of economic, political and social forces affecting the community.
- To become the premier defence university, it is critical that academic and military professionalism be emphasised for it is this factor that is instrumental in shaping and honing the cadets to meet national requirements. The environment for knowledge creation primarily in academic disciplines, policy and Research & Innovation must attract and retain the very best academics so that they can spearhead innovation and research that will propel the university to greater heights. To achieve this, an environment consisting of dynamic organisational matrix and value achievement mechanism for rewarding successes must be created whilst encouraging academic excellence by ensuring regular publications in international high impact journals indexed by ISI Thomson and Scopus.

UPNM Strategies For Growth – 11 Shifts

35. Whilst the 10 generic shifts as laid down in the MEBP form the basis of the strategies for this strategic plan, it must be taken into cognizance that NDUM has been recognised as a very specialised university, with its own drivers and motivations. For this reason, an additional shift termed **'The NDUM Focussed Shift'** has been built in as an additional strategy into this strategic plan. The **11 Shifts** of the NDUM Strategic Plan 2016 – 2025 are represented diagrammatically in **Figure 7.**

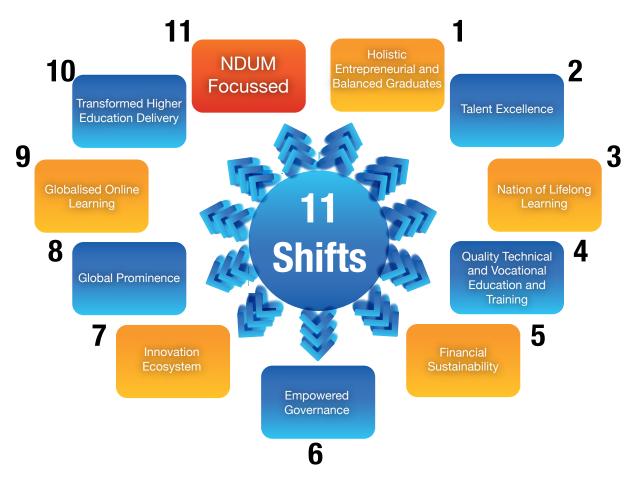


Figure 7: 11 Shifts of The National Defence University of Malaysia Strategic Plan 2016-2025

National Defence University of Malaysia STRATEGIC PLAN 2016-2025

Action Plan







Action Plan

- 36. A modality to ensure the smooth implementation of the **11 Shifts** has been developed in the Action Plan, which addresses the following:
 - a. What will we do?
 - b. How will we do it?
 - c. Key Performance Indicators (KPIs), both qualitative and quantitative.
 - d. Time frame for implementation.
 - e. Whose responsibility shall it be?
- 37. It must be stated that this Action Plan must be periodically reviewed to track its implementation and to cater for 'mid-course corrections' in response to changes in both the internal or external environments, or to respond to any pressures that may be brought to bear on the institution over time.
- 38. The Action Plan for the NDUM Strategic Plan 2016-2025 is attached as **Annex A**.



















Annex A

SHIFT NO 1: HOLISTIC, ENTREPRENEURIAL AND BALANCED GRADUATES

				I	
No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Develop holistic, entrepreneurial and balanced graduates that possess relevant and appropriate disciplinary knowledge and skills (ilmu), ethics and modality (akhlak), along with the	a. Expand academia- industry collaboration in the design and delivery of programmes through the following: Improved networking and engagement with	Number/Type/	Immediately	PNC (JIPK)
	right behaviours, mindsets, cultural and civilisational <i>literacy</i> (beradab)	industry, MAF and other related government agencies	Frequency of engagements	Illiniculatory	1110 (01111)
		 Strengthen the role of industry in the academic advisory system for curriculum development through: IAP Alumni Employers of Alumni 	Feedback report through surveys/ Complete database of employers & alumni/ Development of database system	Annually	TNC (AA) / TNC (HEPA) / PNC (JIPK) / DEANS / ICT
		 Industry panel to advise on <i>Projek Sarjana Muda (PSM)</i> / Final Year Project Appoinment of industry representative as co-supervisors 	At least 10% of total topics to involve industry	Annually	TNC (AA) / DEANS / FINAL YEAR CORDINATORS / SUPERVISORS
		 Strengthen system of industrial training (Latihan Industri) through better selection of companies/organisations and effective supervision Setup criteria for industry to be selected 	Final report by LI coordinator (approved by Dean) Up to date	Immediately	TNC (AA) / PNC (JIPK) / DEANS
		Evaluation of industry involvedStudent performance record	industry database		

 Internships and attachment to industry Setup criteria for industry to be selected Evaluation of industry involved Staff performance record 	Attachment report to be approved by Dean	Immediately	TNC (AA) / PNC (JIPK) / DEANS
	At least one lecturer per faculty per year		
- To create CEO Faculty Programmes	Selection criteria from each faculty	Immediately	TNC (AA) / PNC (JIPK) / DEANS
	Number and nature of engagement		
	Allocation of budget		
- To create positions of Adjunt Professors for CEOs and Captains of industry	Selection criteria from each faculty	Immediately	TNC (AA) / PNC (JIPK) / DEANS
	Number and nature of engagement		
	Allocation of budget		





 b. Increase The Use Of Experiental Learning And Service Learning To Develop 21st Century Skills through the following: Review academic content to enable theoretical knowledge to be applied to real-world problems and situations towards strengthening Problem Based Learning Every faculty to develop their own bank of problem based learning/activities and case studies Suggest bank of problems and cases input from industry Review of curriculum should be carried out for every cohort 	Number and type of question banks developed by faculties Periodic review reports	2017 Review of each cohort	TNC (AA) / DEANS / DIRECTORS / HODs / LECTURERS
 Increase the use of simulations and hands on activities through case studies, laboratories, workshops, field works as well as address real community issues Credit for LI should be reviewed and graded Review of curriculum must take into consideration: Workshop Field work Community service (HADR) 	Review report Workshop report Field Work report Community Service report All reports compiled at department level as evidence	Sem 1 (2016 / 2017)	TNC (AA) / DEANS / DIRECTORS / HODs / LECTURERS
 Student Centred Learning based on the concept of 'Murabbi' SOPs and a formal support system (digital) for PAs to be Murabbi 	Approved SOP and support system	Sem 1 (2017 / 2018)	TNC (AA) / DEAN OF ACADEMIC MANAGEMENT



 New approaches whereby students are managed by the same person as the academic advisor and industrial training supervisor to be addressed in Murabbi SOP as mentioned above 	Approved SOP and support system	Sem 1 (2017 / 2018)	TNC (AA) / DEAN OF ACADEMIC MANAGEMENT
 Development of a pool of experts on MQA/Professional bodies requirements Every faculty should establish MQA/ Professional bodies expert groups 	Progress report by faculty on the outcome of the expert groups	Group to be ready by Sem 1 (2016/2017)	TNC (AA) / DEANS / DIRECTOR OF ACADEMIC DEVELOPMENT / HODs
 Strengthen students analytical and critical thinking skills Should be addressed in the development and use of the problem based and case studies bank Reward system to new problem based and case studies input to the bank Committee to evaluate the inputs 	Number and type of question banks developed by faculties Project reports	2017	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / HODs
 Strengthen communication skills Embedded communication skill training into problem based and case studies presentation Embedded in the CGPA 	Number and type of question banks developed by faculties Project reports	2017	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / HODs / LECTURERS





	1		,
 Strengthen leadership development at all levels Embedded leadership training into problem based and case studies project implementation and management Embedded in the CGPA 	Number and type of question banks developed by faculties Project reports	2017	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / HODs / LECTURERS
- Strengthen language proficiency in English and Bahasa Malaysia	Availability	Continuous	LANGUAGE CENTRE
- Strengthen language proficiency in one modern language	Availability	Continuous	LANGUAGE CENTRE
 Inculcation of values of Duty, Honour and Integrity (NDUM Motto) To be addressed in the iCGPA by HEPA 	Availability	Continuous	TNC (HEPA)
 Student mobility/exchange programmes with both local and overseas universities/ institutions To select (criteria) potential institution Determine potential credit transfer Exchange of students mobility policies 	Institution selection criteria Credit transfer formula Policy statement	Sem 1 (2016 / 2017)	TNC (AA) / PNC (JIPK) / DEANS / DEAN OF ACADEMIC MANAGEMENT / HODs
c. Develop a codified iCGPA to assess students' holistic, entrepreneurial and balanced development	Availability	Sem 1 (2016/2017)	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / HODs
 Formulate an UPNM iCGPA based on the following: KPT guidelines 6 attributes of a UPNM graduate Extra curricular activities 			

Community work Entrepreneurial spirit			
(Embedded in the iCGPA)			
d. Create opportunites for academic staff to acquire entrepreneurial skills/understand industry ecosystem and demands through the attachment of UPNM lecturers to industry for immersion into real world issues, especially to the defence and security industry • Establishment of lecturer attachment policy • Selection criteria for industry	Policy Selection criteria	Sem 1 (2016/2017)	PNC (JIPK) / DEANS
e. Develop and create entrepreneurial spirit amongst students through developing mindsets that challenge existing modalities, creativity, innovation and risk taking Through CEO faculty programme	Program outline and progress report	2016	TNC (AA) / PNC (JPIK) / LEADERSHIP CENTRE / ENTREPRENEURSHIP
f. Develop entrepreneurial skills for civilian students through the following:			
- Strengthen UPNM system of entrepreneurial development through a better identification of projects and mentoring	Number of projects	Immediately	ENTREPRENEURSHIP
- Internship and attachment to relevant industries	Number of Internships/ attachments	1 year	PNC (JIPK) / ENTREPRENEURSHIP
- Harnessing Industry Captains to advise on entrepreneurial development	Availability	6 Months	PNC (JIPK) / ENTREPRENEURSHIP
g. Strengthen student employability • Added professional training and education (beside the degree) programme	Number of students undergoing professional training programme	2016	TNC (HEPA) / DEANS / CENTRES / HODs / LECTURERS





SHIFT NO 2: TALENT EXCELLENCE

No	What Will We Do?	How Will We Do It?	Performance	Time Frame	Responsibility
1.	Achieve talent excellence by attracting, developing and retaining excellent talent through specialised pathways for educators, researchers, leaders and practitioners	 a.Positioning and strengthening UPNM in teaching and learning as well as research and innovation in the defence and security sector through the following: Creating an environment that attracts and retains academics and researchers who are inspired by a defence and security ecosystem, especially those with PhD qualifications Strengthening the defence and security ecosystem within UPNM environment and supported by the major stakeholders Research clusters should be developed and collate to contemporary issues and challenges faced by major stakeholders 	Research bilateral linkages between UPNM and major stakeholders Activities initiated by NDSRC	Commencing from 2016	TNC (R&I) / TNC (JIPK)
		 Developing a curriculum which is demand driven i.e. based on the needs of the defence and security sector Establish a multi-lateral curriculum committee comprises of MINDEF, PDRM, APMM, MKN, IMMIGRATION, CUSTOM, BOMBA and JPAM. Organise social gatherings with alumni and employers Embarking on research that focuses on the defence and security sector as well as securing adequate funding 	TOR for the curriculum committee Committee formation Annual Gatherings Number/Type of research and amount of funding secured	2nd quarter 2016	TNC (AA) / DEANS TNC (R&I) / CODRAT





 Mould ALK Officers through participation in teaching and learning workshops/seminars Establish a joint committee between TNCA, HEPA and ALK to address issues and challenges 	TOR for the curriculum committee Committee formation	2016	TNC (AA) / TNC (HEPA) / DEANS / ALK
 b. Enabling UPNM to develop Multi-track Career Pathways to attract best talent based on the following pathways: - Academics, including those from the defence and military background • Establishment of UPNM human resource policy to address these needs 	Creation of Multi-track Career Pathways	2017	TNC (AA) / REGISTRAR / GOVERNANCE
 Researchers, especially those with defence and security industry background Leaders, especially those from the defence and security background Professionals/Practitioners in related fields 			
c. Providing Best Practice Guidelines			
- Strengthening the system of human resource management that attracts and recruits the best talent, rewards and retains them	New guidelines introduced	Continuous	TNC (AA) / REGISTRAR
 Strengthen opportunities for talent development through participation in seminars, workshops, conferences and courses 	Participation numbers	Continuous	TNC (AA) / REGISTRAR
 Recognition and rewards of contributions by individuals in the different path ways Establishment of reward system for different pathways 	Reward system document	2016	TNC (AA) / DEAN OF ACADEMIC MANAGEMENT / REGISTRAR





SHIFT NO 3: NATION OF LIFELONG LEARNERS

	T.	l	Doufourous		
No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Achieving a nation of lifelong learners by developing high quality formal, non-formal and informal programmes in a wide range of disciplines and topics to support both professional and personal development	 a. Create a Framework for Recognising Prior Experiential Learning (APEL) for qualifications awarded by the MAF and Security Agencies Establish defence and security APEL centre/unit at UPNM Establish a APEL Framework Working Committee Collaboration with MQA, MAF and Security Agencies 	Establishment of centre/unit Establishment of Framework Strengthened collaboration	June 2016	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / CENTRE FOR POSTGRADUTE STUDIES
		 b. Strengthen Stakeholder Engagement to understand their professional/personal development needs, as well as develop programmes accordingly. Stakeholders include the following: MAF Security Agencies LTAT PERHEBAT Defence Industry 	Strengthened engagement Numbers of programmes/ students	Continuous	PNC (JIPK)
		c. Create a policy/infrastructure for online and distance learning - Establish an online and distance learning policy - Upgrading e-learning system - Video conferencing lecture system	Availability	2017	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / CENTRE FOR ACADEMIC DEVELOPMENT / ICT

d. Financial Support through the following:			
- Working with financial institutions for creating financial assistance programmes	Availability	1 year	BURSAR / NIEEd / UPNM HOLDINGS
 Secure funding for lifelong learning programmes from organizations such as the MAF, LTAT and PERHEBAT 	Availability	Immediately	PNC (JPIK) / NIEEd





SHIFT NO 4: QUALITY TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) GRADUATES

 No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Develop vocational and training (TVET) graduates by introducing high quality formal and non-formal programmes in a wide range of disciplines and topics to support both professional and non-professional development	a. Work with MAF/Security Agencies/Defence and Security Industry to develop apprenticeship programmes, hands-on training, real life simulation and specialised employer training programmes as well as at the diploma and undergraduate levels	Number of programmes	1 year	PNC (JIPK) / DEANS / NIEEd / ENTREPRENEURSHIP



SHIFT NO 5: FINANCIAL SUSTAINABILITY

No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Diversify sources of financial sustainability by establishing a new, more sustainable financing system	a. Increase income for UPNM through the following:			
	for UPNM	- Activities and investments of UPNM Holdings Sdn. Bhd.	Amount generated	Continuous	UPNM HOLDINGS
		- Increase university reserves (Wang Rezab) through creative financial mechanisms	Amount generated	Continuous	BURSAR
		 Creating a trust fund for the management of endowments and waqf from industry and university alumni and developing strategies for securing them 	Availability	1 Year	BURSAR
		 Secure offsets funding to create new academic programmes by engaging the Ministry of Defence and overseas Equipment Manufacturers (OEMs) 	Number/Value of offset programmes	Continuous	PNC (JIPK) / CENTRE FOR LEADERSHIP AND PROFFESIONAL DEVELOPMENT
		- Increase the offerings of Executive Programmes (short courses and post graduate programmes)	Number of new programmes	Continuous	CENTRE FOR LEADERSHIP AND PROFFESIONAL DEVELOPMENT / NIEEd
		- Consultancy and contract research	Number/Value of consultancy and contract research	Continuous	TNCs / PNC / DEANS / CODRAT / DEPARTMENT OF DEVELOPMENT AND MAINTENANCE / UPNM HOLDINGS





- Assets/Facilities Rental	Number/Value of facilities rented	Continuous	TNCs / PNC / DEANS / CODRAT / DEPARTMENT OF DEVELOPMENT AND MAINTENANCE / UPNM HOLDINGS
- Secure donations from Alumni	Number of Alumni contributing/ amount contributed	Continuous	TNC (HEPA)
- Set up NUDM Hospital (Private Wing)	Establishment of NUDM Hospital (Private Wing)	2017	DEAN FACULTY OF MEDICINE AND DEFENCE HEALTH / UPNM HOLDINGS
b. Strengthening Operational Efficiency through the following:			
Maximise usage of resources Implementing concept of Return of Investment (ROI) in all decision making	Usage of ROI concept	Continuous	DEPARTMENTS
Increase productivityImplementing 'best practices'	'Best practices' introduced	Continuous	DEPARTMENTS
 Graduate on Time (GOT) Student Academic Achievement	Graduation list Graduation list	Annual	TNC (AA) / DEANS
Right sizing Review of establishment of all departments	Departments reviewed	2016	REGISTRAR / DEPARTMENTS
PoliciesEnsure relevancy/currency of policies	Policies reviewed	Continuous	DEPARTMENTS
 1			



Systems and procedures Review/introduce/improve systems and procedure	Systems and procedures reviewed/ introduced/ improved	Continuous	DEPARTMENTS
Culture of financial prudence Circulars/guidelines on financial prudence	Availability	Continuous	BURSAR
Reporting to NDUM Financial Committee	Financial Reporting	Continuous	DEPARTMENTS
Good governance Competency, accountability and transparency (CAT) and judicious use of power	Reports/cases of poor governance	Continuous	GOVERNANCE / DEPARTMENTS





SHIFT NO 6: EMPOWERED GOVERNANCE

No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Develop an empowered system of governance for UPNM based on readiness and capacity for decision making operating within the regulatory framework established by the government	a. Working with the Ministry of Higher Education to secure greater decision making power in return for clearer accountability against a set of pre-agreed outcomes (Will be based on KPT KPIs and Reward System which be established)	Increased decision making powers	Continuous	TNCs / PNC / DEANS / CENTRES / DEPARTMENTS
		b. Obtain university autonomy through the autonomy audit by Malaysia Productivity Corporation (MPC)	Autonomy status	6 months	CENTRE FOR QUALITY
		c. Operationalising/translating the University Transformation Programme Green Book (Enhancing University Board Governance and Effectiveness) towards building the capacity of the UPNM Board of Directors as well as university management	Availability	6 months	PNC (JIPK)
		d. Effective management	Availability	September 2017	DEAN OF ACADEMIC MANAGEMENT





SHIFT	SHIFT NO 7: INNOVATION ECOSYSTEM					
No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility	
1.	Facilitate the UPNM innovation ecosystem in the defence and security domains to support both university-driven and demand-driven research, as well as create development and commercialisation models.	a. Focussing on creating scale and growth for basic and applied research in the defence and security ecosystem to support military modernisation as well as defence industry growth	Increased research/ number of programmes	Continuous	TNC (R&I) / CODRAT	
		b. Strengthened social environment and culture in UPNM that supports mind-sets and talent development in research and innovation	Supportive social environment and research culture	Continuous	TNC (R&I) / DEANS / CODRAT	
		c. Strengthening mechanisms for identifying priority research projects and applications for funding as well as developing support structures	Strengthened mechanisms	Continuous	TNC (R&I) / DEANS / CODRAT	
		d.The Centre for Defence Research and Technology (CODRAT) to focus on applied research as well as localisation	Number of projects	Continuous	CODRAT	
		e. Increased research funding by engagement with stakeholders including Ministry of Education, Ministry of Science, Technology and Innovation, defence and security agencies as well as the defence and security industry	Increased research funding	Continuous	TNC (R&I) / CODRAT	
		f. Strengthening structures for the registration of patents as well as their eventual commercialization through various modalities such as joint ventures and start-up companies	Structures created	Continuous	TNC (R&I) / UPNM HOLDINGS	





No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Enhanced UPNM global prominence by developing an international brand through increased international innovative programmes and	a. Strengthening and increasing international academic with overseas universities: • Establishment of formal committee for international academic collaboration	Formation of Committee with TOR	2016	TNC (AA) / TNC (R&I) / PNC (JIPK) / DEANS
	partnerships	 Attachment/sabbatical of academic to reputable overseas universities such as MIT, Oxford and Cambridge 	Number of attachments/ sabbaticals	2017	TNC (AA) / DEANs
		 b. Strengthening and increasing international research partnership with overseas universities, research organisation as well as defence and security companies: Establishment of formal committee for international research collaboration 	Formation of Committee with TOR	2016	TNC (AA) / TNC (R&I) / PNC (JIPK) / DEANS
		 Attachment of researchers to reputable overseas universities, research organisation as well as defence and security companies 	Number of attachments	2017	TNC (AA) / TNC (R&I) / DEANS
		c. Marketing UPNM's tropical testing capabilities and training facilities at Kem Kongkoi	Number of Projects	Continuous	TNC(R&I) / CENTROP / UPNM HOLDINGS
		d. Increasing the intake of International Officer Cadets, especially from ASEAN and OIC countries by working closely with the Ministry of Defence and overseas missions through		September 2016	
		the following efforts:All Academic programmes to be conducted in English.	Course L1 and content in English	2016	TNC (AA) / PNC (JIPK) / DEANS / DEAN OF ACADEMIC MANAGEMENT /
			Number of programmes	2010	LANGUAGE CENTRE



 English language proficiency of all academic staff. Linkages with Defence Attaches 	with International Officer Cadets Number of English Language proficiency programmes Develop linkages	Continuous	LANGUAGE CENTRE TNC (AA) / PNC (JPIK)
 e. Marketing UPNM to overseas civilian students, both undergraduate and post graduate, through promotion and participation at international student education fairs, conferences and overseas missions Participate in promotion program through embassies and High Commissions. Organise academic promotion seminars to embassies and high commissions. Establish annual social gatherings (evening cocktails) for embassies and high commissions 	Marketing efforts Number of overseas civilian students	Undergraduate (September 2016) Post graduate (Continuous)	TNC (AA) / PNC (JIPK) / POSTGRADUATE CENTRE / NIEEd
 f. Organise and participate in international conferences, seminars and workshops Increase allocation for international involvements. Formalise presentations after participations 	Number of conferences, seminars and workshops organised	2016	DEANS / DEAN OF ACADEMIC MANAGEMENT / BURSAR





	Number of participations and programs attended by lecturers Presentation		
g. International Students Mobility - Develop programmes for international students mobility	Number of programmes Number of students	One programme annually	TNC (AA) / TNC (HEPA) / CENTRE FOR LEADERSHIP AND PROFFESIONAL DEVELOPMENT



SHIFT	9: GLOBALISED ONLINE LEARI What Will We Do?	How Will We Do It?	Performance	Time Frame	Doonomikility
NO	Wilat Will We Do?	HOW WIII WE DO IL?	Indicator	Tillie Fraille	Responsibility
1.	Develop UPNM globalised online learning with robust cyber infrastructures that can support the use of technologies like video-conferencing, live streaming and Massive Open Online Course (MOOCs)	a. Strengthen blended learning in UPNM as part of its pedagogical approach Management structure and SOP for e-learning	Availability of e-Learning System/TOR/ SOP	2018	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / CENTRE FOR ACEMDEMIC DEVELOPMENT / BURSAR / ICT
		b. Create a robust UPNM cyber infrastructure and online learning mechanism • Management structure and SOP for cyber infrastructure and online learning	Availability of cyber infrastructure and online learning /TOR/SOP	2018	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / CENTRE FOR ACEMDEMIC DEVELOPMENT / BURSAR / ICT
		c. Massive Open Online Courses (MOOCs), - Leverage on MOOCs, video conferencing as well as live streaming • Establish one MOOC pilot project by each faculty	Number of MOOCs Pilot e-Programme by each faculty	2017	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / CENTRE FOR ACEMDEMIC DEVELOPMENT / BURSAR / ICT
		Establish MOOCs within defence and security subjects and subject matter experts.	Number of subjects Number of subject matter experts		





SHIFT 10: TRANSFORMED HIGHER EDUCATION DELIVERY

No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Transform UPNM by breaking down operating silos across departments, forge stronger partnerships with other universities, industry and community and improve its efficiency and effectiveness	a. Accelerate the UPNM transformation programme by identifying and adopting best practices and tools through the following: Strengthen accountability, stewardship and	Accurate	2016	DEPARTMENTS
	enectiveness	transparency in decision making Establish policy on management for accountability, stewardship and transparency	minutes/records for decisions taken	2010	DEFARIMENTS
		Increase devolution of autonomy to Faculty for effective and efficient decision making Establish policy on autonomy for departments, faculties and centres	Autonomy for departments, faculties and centres	2017	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / HODs / DEPARTMENTS
		 Strengthen Standing Operating Procedures for finance, HR and general administration Review and improve process in the UPNM ISO 	Reviewed Reports	2016	TNC (AA) / DEANS / DEAN OF ACADEMIC MANAGEMENT / HODs / DEPARTMENTS
		 Implement Performance Monitoring and Control for better resource management Review performance appraisal Introduce midterm review for performance appraisal 	New appraisal document	2016	REGISTRAR / DEPARTMENTS
		Strengthen management of human capital Restructure in-house education and training for staff	Improved in- house education and training structure	2016	REGISTRAR / CENTRE FOR ACADEMIC DEVELOPMENT

Establish committee to endorse and manage in-house education and training for staff	Creation of Committee	2016	REGISTRAR
 Strengthen ICT infrastructure Create an integrated ICT infrastructure for university 	Creation of a technical Committee	Immediately	ICT / ICT COMMITTEE
	Monitoring of performance of existing infrastructure	Continuous	ICT / ICT COMMITTEE
 Strengthen the availability and quality of infrastructure /facilities Institutionalizing/culture of preventive and speedy corrective maintenance 	Monitoring and scheduled reporting	Continuous	DEPARTMENT FOR DEVELOPMENT & MAINTENANCE
 Strengthen knowledge management Establish Knowledge Depository System 	Depository System	2016	LIBRARY / ICT
 b. Create new Faculties based on need analysis and stakeholder requirements/market driven • Establish new faculties based on input from multi-agency curriculum committee comprising of MINDEF, PDRM, APMM, MKN, IMMIGRATION, CUSTOM, BOMBA, JPAM 	List of new faculties	2017	TNC (AA) / DEANS
c.Strengthen partnerships and delivery mechanisms with stakeholders such as Ministry of Higher Education, Ministry of Defence, universities, defence and security industries and community	Number/Type of Partnerships	Continuous	TNCs / PNC / DEANS / CENTRES / DEPARTMENTS







SHIFT 11: NDUM FOCUSSED SHIFT

No	What Will We Do?	How Will We Do It?	Performance Indicator	Time Frame	Responsibility
1.	Excellence in Defence & Security	a. University Chairs• Funding of existing chairs:o Leadership Chair	Funding secured	2016	NC
		Research Chair	Funding secured	2017	NC
		 Creation of new chairs: Dato Onn Jaafar Chair for Peace and Unity 	Creation of chair	2016	NC
		Management of existing chairs Derby University Chair	Number of programmes created	2016	NC
		b. Project Management Office (PMO) Creation of Project Management Office for university data management	Creation of office	March 2016	REGISTRAR
		Submit and fulfiill the requirements of the bodies in charge of rating and ranking (QS, MyMohes, SETARA, Webometrics, HRMIS, etc.) Submiss data	Submission of data	Continuous	PROJECT MANAGEMENT OFFICE
		c. Alumni monitoring d. Feedback from employers /alumni	Employability rate (in defence and security	Continuous	TNC (AA) / TNC (HEPA) / DEANS
		e. Creation of Murabbi & Mutarabbi concept and criteria	sector) Creation of concept and criteria	2016	TNC (AA) / TNC (HEPA) / DEANS





f. A fully developed Centre for Tropicalisation	Availability	2017	CENTROP
 g. Attaining status of Higher Centre of Excellence (HiCOE) • Centre for Defence and International Security Studies • Centre for Defence Research and Technology • Centre for Leadership and Professional Development • Centre for Cyber Security 	Attainment of HiCOE status	2025	DIRECTORS COEs

Strategic Plan 2016-2025

Published by: Leadership, Corporate & International Affairs Division National Defence University of Malaysia Kem Sg. Besi, 57000 Kuala Lumpur

