**Leaders in the Civic Engagement Movement - December 2013**Co-edited by Lorlene Hoyt and Amy Newcomb Rowe

*We begin with a brief introduction to Malaysia and two of its engaged universities: International Medical University (IMU) and Universiti Kebangsaan Malaysia (UKM). This edition features interviews with Provost, Mei Ling Young and Director of External Affairs, Dean Kok-Hai Ong of the International Medical University, as well as Vice-Chancellor Datuk Noor Azlan Ghazali and Professor Mohd Fauzi of Universiti Kebangsaan Malaysia.*

**Malaysia**Located in Southeast Asia and separated into two regions by the South China Sea, Malaysia (West Malaysia and East Malaysia) shares borders with Thailand, Indonesia, and Brunei. Today’s Malaysia, which is multi-ethnic and multi-cultural, is home to the Semang, Senoi and Proto-Malay (or Orang Asli, aboriginal people). More than 130 languages are spoken in Malaysia: Malay (the mother tongue of the majority ethnic group) is the national language, English is taught in primary and secondary schools, and standard Chinese is an important language in business.

Malaysia is a constitutional monarchy which gained independence from Britain in 1957 and merged with Sarawak and Sabah to form Malaysia in 1963. Malaysia follows a federal system with significant power held by the states. The national government includes a bicameral legislature and a prime minister. The Barisan Nasional, a coalition of regional and ethnic parties, has ruled Malaysia since independence, often using gerrymandering, election-rigging, and even violence to keep its hold on power. Particularly under Prime Minister, Mahathir Mohamed (1981-2003), Malaysia diversified and grew its economy significantly, but political reforms have proven more elusive (Malaysia, 2013).

Restrictions on freedom of assembly, association, and expression have limited the growth of autonomous civil society. For example, under the Societies Act of 1996, the government can refuse to register NGOs. Ethnic and religious tensions –particularly between predominantly Muslim ethnic Malays and Chinese, Indian, and other minorities– are also barriers to civil society. Despite these obstacles, many NGOs operate throughout Malaysia, and periodic waves of protests demonstrate popular desire for political reform (Malaysia, 2013).

Higher education in Malaysia is governed by the Ministry of Education, which provides funding and manages accreditation and quality assurance. Starting in 1998, some public universities were granted increased autonomy and were encouraged to seek financial resources through research and linkages with industry. Private universities were first allowed in 1996, and today there are 20 public universities, 33 private universities, and about 550 other higher education institutions in Malaysia. University enrollment has increased significantly in the past two decades. Academic freedom of faculty and students is limited by the Universities and University Colleges Act of 1971, but the Act was amended in 2012 to allow students to engage in political activities off campus (Malaysia, 2013).

Community engagement is a fairly recent development in Malaysian higher education, but the government has increasingly encouraged universities to become more engaged. In 2007, the government created the new post of Deputy Vice Chancellor for Industry and Community Partnerships at the top four public research universities including Universiti Kebangsaan Malaysia, and in 2008 the Malaysia Qualifications Agency first required community engagement as an element of the quality assurance process (Watson, 2011; 90). The growing emphasis on community engagement in Malaysian higher education is also demonstrated by the recent creation of [Asia Engage](http://www.asiaengage.org/), an umbrella organization based at the National University of Malaysia and supported by Malaysia’s Ministry of Higher Education (Asia Engage, 2013).

**International Medical University (IMU)**Established in 1992, the International Medical University is the world’s first partner medical school program with students starting their education in Malaysia and completing their degree at one of the 30 partner institutions in Australia, New Zealand, Canada, the United States, Ireland, China and the United Kingdom. The main campus is located in Kuala Lumpur, Malaysia, and IMU’s mission is centered on partnerships, “working with members of the IMU family, including alumni, industry and with the community” it serves. An “engaged” university, IMU developed the ‘IMU Cares’ program “to provide an effective channel for the direct involvement of staff, students and alumni (IMU Cares, 2013).

Under the IMU Cares program, both student and staff are actively involved in working with under-served urban and rural communities, non-governmental organizations for the disabled and less privileged. Involvement in community service includes health education, health screening and primary care treatment covering disciplines such as medical, dental, nursing, nutrition, chiropractic and pharmacy. The Kampung Angkat (Village Adoption) Project which is part of IMU Cares, was the first-place [2013 MacJannet Prize for Global Citizenship](http://talloiresnetwork.tufts.edu/macjannet-prize-2013-winners/) winner. The village identified for the IMU Clinical School in Seremban, is called Kampung Tekir, which was a village comprising of 500, mainly of indigenous people, of the Tenum ethnic group, 50% of whom were under 12 years old. At the time, only part of the village had electricity and running water, and the nearest health clinic was 20 km away. In Kampung Tekir, medical and nursing undergraduate students practiced their knowledge and clinical skills in a rural setting and villagers benefit from regular free health checks and health education, the treatment of minor ailments, and timely referrals to appropriate health centers outside of the village when necessary. The International Medical University is the first university in Malaysia that offers conventional and complementary medicine; it has also pioneered the world’s first Partner Medical School Program, which allows students to start their education in Malaysia while completing and earning a degree at an international university. IMU represents the Asia Pacific in the Kettering Foundation-Talloires Network research collaboration, which aims to explore regional best practices and perspectives in university civic engagement programs.

**Universiti Kebangsaan Malaysia (UKM)**  
Universiti Kebangsaan Malaysia (UKM) was established in 1970 to “preserve the Malay culture and language.” Today UKM has expanded to 13 faculties, 16 institutes and 18 centers; it encompasses an academic community of nearly 3,000 and a student population of more than 27,000. Its civic engagement and social responsibility mission includes laying “foundations” for students “to become caring citizens.” UKM is actively working to “contribute to nation building” and developing “a body of research relevant to the global community.” In 2009, UKM released a publication entitled “Strengthening Community Engagement: Nurturing Caring Citizens,” which serves as a vision statement and also outlines the university’s educational goals. As the publicly funded National University of Malaysia, UKM’s direction is guided by the national government. Dynamic leadership by Vice-Chancellor Sharifah Shahabudin and Deputy Vice-Chancellor for Industry and Community Partnerships, Saran Gill, has strengthened UKM’s civic engagement focus and achievements. Staff appraisal systems at UKM incorporate criteria to reward efforts in industry-community engagment and seed funds are available to professors who conduct socially responsible research (Watson et al., 2011).

UKM’s partnership with the Talloires Networks is substantial and sustained. UKM was a MacJannet Prize finalist in both 2009 and 2010 with its Kampung Kundang Ulu Community Enrichment Program (2009) and UKM’s Red Project (2010). UKM is also a Talloires Network [Youth Economic Participation Initiative (YEPI)](http://talloiresnetwork.tufts.edu/yepi/) partner institution. Its Service-Learning to Support Graduate Transformation and SME Development Program is a strong example of UKM’s commitment to preparing their students for participation in the regional economy. Vice-Chancellor Sharifah Shahabudin is an active member of the Talloires Network [Steering Committee](http://talloiresnetwork.tufts.edu/what-is-the-talloires-network/talloires-network-steering-committee/) and Deputy Vice-Chancellor Saran Gill has participated in the Kettering Foundation – Talloires Network collaborative research project and is currently participating in TN’s [Faculty and Staff Professional Development](http://talloiresnetwork.tufts.edu/programs/fspd/) program.

**Provost Mei Ling Young, International Medical University**   
By Lorlene Hoyt

Dr. Mei Ling Young, International Medical University (IMU) co-founder and Provost, participated in the 2011 Talloires Network Leaders Conference in Madrid, Spain, where she “enjoyed meeting like-minded university presidents and rectors.” Trained as a demographer and geographer, Dr. Young began her career as a lecturer at the Universiti Sains Malaysia in Penang. She left the university and with two colleagues decided to try something new and “very daring.” With the help of two prominent medical educators from the United Kingdom and Canada, they “decided to start a private medical school” and established the IMU in 1992. A private institution with about 3500 students, IMU is committed to “serving society” and developing students who are “competent, ethical and caring.”

Civic engagement has always been central to IMU’s mission because its co-founders wanted to nurture future “doctors that were caring, with good communication skills and who were commited doctors,” Dr. Young explained. She continued, “Core values such as trust and integrity are very important, yet they are disappearing from so many professions.” While IMU’s values are “easy to enunciate,” they are “difficult to institutionalize. Students do not arrive at IMU ready to serve,” she says.

Another challenge, according to Dr. Young, is “continuity,” explaining that many students are “only with us for two and a half years before they go overseas.” That is why IMU offers a variety of engagement opportunities: long-term, medium-term and short-term. The long-term relationships “are the most challenging of all.” She adds, we strive to achieve “continuity with the students who get involved only for the period they are here as students in the long-term projects in poor villages and deprived urban areas.” These students who have served and are preparing to leave the community are expected to help the next group transition into the community. She believes it is equally important that “students and staff work together across disciplines (e.g., medical doctors, psychologists, dentists) as healthcare teams developing an appreciation for the different professions.”

IMU’s core values are being institutionalized. Adding community work into the curriculum is one way,” she explains. On the whole, the faculty, staff and students do accept that community service is part of the IMU’s core values.” At IMU, all staff, including faculty are required to engage with communities by “choosing at least three activities per year,” says Dr. Young. She adds, “Not everyone has to be in the community. Some raise money, some assist with planning. The front line isn’t for everyone.” To reward faculty participation, IMU has prizes and recognizes faculty contributions during the annual evaluation process. Students also learn by reflecting on their engagement experience. In Malaysia, where the “disparity between the well-to-do and the have-nots is great,” IMU attracts a majority of its students from families who can afford to pay high fees of the private sector. Students from middle class families “are shocked to see how poor people live. The engagement experience opens their eyes and they realize they have a responsibility to others who are less well-off.”

It is difficult, too, to establish long-term partnerships with villages. Some “don’t want to work with a private university or they want IMU to supply them with tangible things,” Dr. Young explains. But the unversity has overcome these and other obstacles through its “IMU Cares” program, which connects staff, students and alumni with different communities. Through the Kampung Angkat Project, initiated in 2007 under the banner of “IMU Cares,” medical and nursing undergraduate students “were able to achieve 6 out of the 8 curriculum outcomes including the practice of medicine, disease prevention, health promotion, critical thinking, problem-solving, and professionalism. In addition to better health status and awareness among villagers, IMU’s presence led to a road upgrade to the village as well as improved access to water and electricity.

Beyond partnerships with communities, IMU has forged lasting partnerships with the Ministry of Health, the Ministry of Education, and NGOs such as the Rotary and Lions Clubsand the National Stroke Foundation. “We learn from each other. The very essence of IMU is partnerships.” she says. “Universities are the conscience of society,” she concludes, “We will get lost if in our ivory towers we have isolated ourselves from society – we must serve our community.”

*Dr. Mei Ling Young completed her undergraduate and postgraduate studies at the University of Auckland and the Australian National University respectively. Her field of study in demography is migration, structural change and the labor force. Dr. Young joined Universiti Sains Malaysia in 1979 as lecturer in Development Studies. She served as the Chairperson of the Development Studies Programme of the School of Social Sciences before leaving in 1985 to set up the Sesama Consulting Group, the company that established the IMU. She was also an Associate Research Fellow with the Malaysia Institute of Economic Research. Dr. Young played a major role in the growth and development of the IMU since its inception in 1992. She is responsible for developing partnerships with the Partner Medical Schools from Australasia, North America, United Kingdom, Ireland and China. Dr. Young is the Executive Director of IMU Education and the Deputy President of the Malaysian Association of Private Colleges & Universities.*

**Preboste Dra. Mei Ling Young, Universidad Médica** **Internacional en Malasia**  
Escrito por Lorlene Hoyt and Brianda Hernandez

La Dra. Mei Ling Young, la cofundadora y preboste de la Universidad Médica Internacional de Malasia (IMU) participó en la Conferencia de Líderes de la Red Talloire en Madrid, España en el 2011 donde “disfruto conocer presidentes y rectores universitarios con ideas afines a las de la universidad.” Young es una demógrafa y geógrafa. Ella empezó su carrera en Universiti Sains Malasia en Penang donde ella y sus colegas decidieron intentar algo nuevo y “muy audaz.” Con dos educadores destacados de Canadá y el Reino Unido decidieron “empezar una escuela médica privada” y establecieron IMU en el 1992. La institución privada ahora tiene más de diez mil estudiantes, IMU esta comprometida a “servir la sociedad” y desarrollar estudiantes “competentes, éticos y llenos de comprensión.”

La responsabilidad social siempre ha sido central a la misión de IMU porque los fundadores quieren promover futuros “doctores/as que tenga consideración, con habilidades de comunicación, y que disfruten ser doctores. Con valores centrales a la integridad y la confianza, características que son muy importantes pero que se están desapareciendo de muchas profesiones,” explico Dra. Young. Aunque los valores de IMU son “fácil de decir,” son muy “difícil de ser institucionalizados. Los estudiantes no llegan a IMU listos para servir.”

Otro reto dice la Dra. Young es “la continuidad” explicando que los estudiantes solo “están en la universidad por dos años y medio antes de que se van al extranjero,” Por eso es que IMU ofrece variedades de oportunidades para que los estudiantes se involucren para el largo o corto plazo. Las relaciones de largo plazo con los estudiantes “son las más difíciles de establecer, pero nos esforzamos en establecer la continuidad con los estudiantes que pasan por los pueblos y zonas marginales.” Los estudiantes que se han ofrecido al servicio y que se están preparando para irse y terminar el trabajo de la comunidad donde están sirviendo son esperados en ayudar la transición del siguiente grupo de estudiantes que van a entrar a la comunidad. Ella cree que es igual de importante que “los estudiantes y personal trabajen juntos en todas las disciplinas por ejemplo, doctores, psicólogos y dentistas como equipos para desarrollar la apreciación de diferentes filosofías.”

La Dra. Young y sus colegas han institucionalizado los valores centrales de la universidad en el currículo obligatorio. “Esto no era ideal y había resistencia al cambio pero la mayoría de la facultad y estudiantes lo han aceptado.” En IMU, la facultad es requerida a involucrarse con las comunidades “escogiendo por lo menos tres actividades. No todos deben de estar en la comunidad, algunos recaudan dinero y otros asisten en la planeación de la comunidad. La frente de batalla no es para todos.” Para recompensar la facultad que participa, la universidad ofrece premios y reconoce la contribuciones la facultad que ha participado durante las evaluaciones estándares. En Malasia, donde la "disparidad entre los pudientes y los que no tienen es grande.” La universidad atrae la mayoría de sus estudiantes de familias que pueden pagar las altas tarifas. Los estudiantes de familias que pertenecen a la clase media “son sorprendidos a ver como vive la gente pobre. Al participar en la experiencia al compromiso social, les abre los ojos que tienen la responsabilidad hacia los demás.”

También es difícil establecer alianzas de largo plazo con los pueblos. Algunos “no quieren trabajar con una universidad privada o solo quieren que IMU les suministre con algo tangible, como aseos,” explica la Dra. Young. Pero la universidad ha superado estos y otros obstáculos a través de su programa "*IMU Cares*" que conecta los estudiantes, ex alumnos y el personal con diferentes comunidades. A través de el proyecto *Kumpung Angkat,* iniciado en el 2007 estudiantes de medicina y enfermería de la universidad "lograron 6 de los 8 resultados del currículo, incluyendo la práctica de la medicina, la prevención de enfermedades, promoción de la salud, razonamiento critico, resolución de problemas, y el profesionalismo. Además, lograron establecer un mejor estado de salud y conciencia entre los habitantes del pueblo, la presencia de IMU condujo la renovación de la carretera al pueblo, ayudando mejorar el acceso al la electricidad y el agua.

Más allá de las alianzas con las comunidades, IMU ha forjado alianzas duraderas con el Ministerio de Salud, el Ministerio de Educación y las organizaciones no gubernamentales, tales como el Rotary y Lions Clubs. "Aprendemos unos de otros. La esencia de IMU es las alianzas. Las universidades son la conciencia de la sociedad. Vamos a perdernos si somos torres de marfil separados de la sociedad - debemos servir a nuestra comunidad,” concluyo la Dra. Young.

*Dra. Mei Ling Young completo completó sus estudios universitarios en la Universidad de Auckland y la Universidad Nacional de Australia, respectivamente. Su campo de estudio es en la demografía es en la migración, el cambio estructural y la fuerza laboral. Dra. Young fue ingresada a la Universidad Sains de Malasia en 1979 como profesora de Estudios para el Desarrollamiento. Se desempeñó como Presidente del Programa de Estudios de Desarrollo de la Facultad de Ciencias Sociales antes de salirse en 1985 para establecer el Grupo de Consultoría Sesama. Ella también fue Investigadora Asociada con el Instituto de Investigaciones Económicas de Malasia. Dra. Young juego un papel importante en el crecimiento y desarrollo de IMU desde su creación en el 1992. Ella es responsable por la creación y desarollamiento de alianzas con las escuelas Partner Medical Schools de Norteamérica, Reino Unido, Irlanda y China. La Dra. Young es la directora Ejecutiva de IMU Educación, Presidente de la Asociación de Colegios y Universidades Privadas de Malasia.*

**Dean Kok-hai Ong, International Medical University**

By Ahsen Utku and Lorlene Hoyt

“I worked as a medical microbiologist in a large hospital before becoming a lecturer in a medical school,” notes Dr. Ong, telling his story. “In 1979, I was one of four lecturers who were selected to start a new medical school at the Universiti Sains Malaysia in Penang, Malaysia. I was there for 16 years before I was invited to start another new medical school, the International Medical University in 1991.” Dr. Ong, IMU’s Director Of External Affairs, earned his graduate degree at the University of Guelph in Ontario, Canada, and later completed his doctoral degree at the University of Manchester, United Kingdom.

Dr. Ong initiated IMU’s community engagement program known as “IMU Cares.” Currently, the program has more than 25 community engagement projects that involve the staff and the students of the university as well as a variety of community leaders and partner organizations. IMU emphasizes life-long and team learning through community activities that are integrated into all the curriculum of all IMU’s academic programs. From charity runs to carnivals to long-term partnerships with rural villages, students become “reflective and proactive healthcare professionals” while interacting with people outside the university.

“I feel that it is important for all individuals to provide assistance and support to fellow human beings,” says Dr. Ong. “Such support can be mental and moral as well as physical. Hopefully, this will make the receiving party feel better, both mentally and physically.” Dr. Ong believes IMU leaders are obliged to inculcate into their staff and students the spirit of serving and giving to society. “This is an expected requirement of our profession as healthcare providers,” he says.

In this sense, IMU seeks to provide improved physical comfort and better health status, and help people understand their own responsibility to their health. Dr. Ong believes it is essential to give children improved opportunities for a better education towards a better future. He implies that IMU is on the right path emphasizing that they have been successful in providing improved access to healthcare, education and career opportunities for people in rural villages and urban settlements. “We have accomplished this by giving them access to and facilitating their involvement in community projects,” he says.

Every success story has its challenges and turning points. “Initially, we had struggled in motivating staff and students to be more active in community engagement,” says Dr. Ong. Moreover, challenges have occurred on both sides in this process. He adds, “Getting a larger section of society to participate in our community engagement programs, particularly to industrial programs has been another challenge.”

However IMU’s engagement strategies have evolved over time. He explains,“Our activities and strategies improved through better organization and planning, through integrating community activities into the curriculum itself; by requiring students to prepare proposalsand reports; by incorporating these reports as an integral part of their learning portfolios and by getting the heads of academic programs to accept responsibility for monitoring and ensuring these activities are carried out.”

IMU expects that when its students and staff engage with community, the needs of the community must be clearly defined and prioritized. “The outcomes are only met if the defined needs can be measured and societal impact is achieved,” he says. According to Dr. Ong, the assessment of the needs depends on the nature of the needs. In other words, it also depends on the desired change or result, which can be either social, physical or environmental at the macro or individual level. Through “IMU Cares,” the university has “adopted” several rural and urban communities in Peninisular Malaysia (e.g. the Klang Valley, Negeri Sembilan and Johor) such as Kampung Orang Asli Serendah, Damansara Constituency, Kampong Kala, Kampung Tekir and Batu Pahat. In these communities, students provide health screening (e.g., vital sign monitoring, eye and breast exams, cholesterol monitoring and physical exams), provide health education (e.g., sex education, personal hygiene), and work with villagers to improve the local environment (e.g., clean-ups to mitigate mosquito breeding). Individuals with specific health or dental problems are given free treatment by IMU’s doctors, dentists or chiropractors.

According to Dr. Ong, the IMU Cares program in its totality, has resulted in greater involvement by staff, students and community members and this results in a “greater impact to the individuals that we are serving.” The need to serve and to engage communities has also “given the students the opportunities to put into practice what they have learned in the classroom. We hope this will make them to become competent and caring health professionals,” Dr. Ong concludes.

*Dr. Ong earned his undergraduate and graduate degrees in Canada and the United Kingdom. He lectured in the Medical Faculty at the National University of Malaysia (1977-1979) and at the Medical School in Universiti Sains Malaysia (1979 to 1991). Active in community work, especially in kindergarten, primary and secondary education, Dr. Ong co-founded the International Medical University in 1992 becoming Deputy Dean in 1993. Appointed Dean of Student Affairs in 1998 and Director of External Affairs in 2002, he is directly involved with providing leadership in the IMU Cares program.*

**Decano****Kok-hai Ong, Universidad Médica** **Internacional en Malasia**Escrito por Ahsen Utku, Lorlene Hoyt and Brianda Hernandez

Dr. Ong, empezó con la historia en como llego Universidad Médica Internacional de Malasia (IMU), “Trabajé como microbiólogo médico en un hospital antes de convertirme en profesor de una escuela de medicina. En 1979, yo era uno de los cuatro profesores que fueron seleccionados para iniciar una nueva escuela de medicina en la Universidad Sains Malasia en Penang, Malasia. Yo estaba allí durante 16 años antes de invitarme a iniciar otra nueva escuela de medicina, la Universidad Médica Internacional en 1991.” Dr. Ong, Decano de IMU de Asuntos Estudiantiles, obtuvo su titulo de posgrado en la Universidad de Guelph en Ontario, Canadá, y más tarde completó su doctorado en la Universidad de Manchester en el Reino Unido.

Dr. Ong inició el programa al compromiso cívico y responsabilidad social conocido como “*IMU Cares.”* El programa cuenta con más de 20 proyectos que involucran el personal y los estudiantes de la universidad, así como una variedad de líderes de la comunidad y organizaciones asociadas. IMU enfatiza el aprendizaje de largo plazo a través de actividades comunitarias que son integradas a todos los programas académicos del currículo de IMU. De eventos de filantropía y caridad a alianzas de largo plazo con diferentes pueblos, los estudiantes se convierten en “profesionales reflexivos y proactivos” mientras que están interactuando con personas fuera de la universidad.

“Siento que es importante para todos los individuos que estén al servicio de los demás ofreciendo asistencia y apoyo. El apoyo puede ser mental, moral o físico con la esperanza que el apoyo hará las personas recibiendo ayuda sentirse mejor.” Dice Dr. Ong. El cree que los líderes de IMU tienen la obligación de inculcar en el personal y los estudiantes el espíritu de servir y que den a la sociedad. “Este es un requisito de nuestra profesión como profesionales en el campo de salud.”

IMU busca proporcionar un mejor estado de salud, y ayudar a las personas a entender que tienen responsabilidad se su propia salud. Dr. Ong cree que es esencial darle a los jóvenes y niños mejores oportunidades para que tengan una mejor educación para un mejor futuro. El implica que IMU está en el camino correcto destacando que han tenido éxito en el suministro para mejor acceso a la atención sanitaria, la educación y las oportunidades profesionales para personas en pueblos rurales y asentamientos urbanos. "Hemos logrado esto al darles diferentes formas de acceso y facilitando su involucramiento en proyectos de la comunidad,” dice el Dr. Ong.

Cada historia de éxito tiene sus desafíos y puntos de inflexión. “Teníamos problemas tratando de motivar a los estudiantes y el personal para que fueran más activos en el involucramiento comunitario," dice Dr. Ong. Los problemas se han producido en ambos lados de este proceso. Y añade, "tratando de conseguir una cantidad más grande de involucración de miembros de la sociedad, especialmente en programas industriales, ah sido otro de los retos.”

Sin embargo las estrategias de participación e involucración de IMU han evolucionando con el tiempo. Él explica, "Nuestras actividades y estrategias han mejorado a través de la organización y mejor planeación, a través de la integración de las actividades comunitarias en el currículo en sí; al exigir a los estudiantes a preparar propuestas, informes, la incorporación de estos informes como parte integral de su aprendizaje y haciendo que los directores de los programas académicos acepten la responsabilidad de monitorear y asegurar que estas actividades se lleven a cabo."

IMU espera que cuando sus alumnos y personal se comprometen a la comunidad, las necesidades de la comunidad deben estar claramente definidas y priorizadas. "Los resultados sólo se cumplen si las necesidades definidas se pueden medir y el impacto en la sociedad se logre.” Según Dr. Ong, la evaluación de las necesidades depende del cambio o resultado deseado, puede ser social, físico o ambiental a nivel macro e individuo. A través de " *IMU Cares*" la universidad ha "adoptado" varias comunidades en el Valle Klang , Negeri Sembilan y Johor incluyendo Kampung Orang Asli Serendah , Damansara Distrito electoral, Kampong Kala , Kampung Tekir y Batu Pahat . En estas comunidades , los estudiantes ofrecen exámenes de salud (monitoreo de signos vitales , de los ojos, pecho, exámenes de monitoreo de colesterol y exámenes físicos) , también ofrecen educación de salud como educación sexual e higiene personal, también trabajan con los pobladores para mejorar el medio ambiente local haciendo limpiezas para mitigar la proliferación de mosquitos.

Según Dr. Ong, el programa ha resultado en una mayor participación de personal, estudiantes y miembros de la comunidad traduciéndose ha un "mayor impacto a las personas que servimos." La necesidad de servir y de involucrar a las comunidades también "le ha dado a los estudiantes las oportunidades para poner en práctica lo que han aprendido en el aula,” concluyó el Dr. Ong.

*Dr. Ong obtuvó su licenciatura y posgrado en Canadá y en el Reino Unido. Fue profesor en Facultad de Medicina de la Universidad Nacional de Malasia (1977-1979) y en la Escuela de Medicina de la Universidad Sains Malasia (1979 a 1991). Es activo en el trabajo comunitario, sobre todo en la educación primaria y secundaria. Dr. Ong es co-fundador de la* Universidad Médica Internacional de Malasia *Internacional en 1992 convirtiéndose Vicedecano en 1993. Fue nombrado Decano de Asuntos Estudiantiles en 1998, donde está directamente involucrado con el programa IMU Cares.*

**Vice-Chancellor Datuk Noor Azlan Ghazali, Universiti Kebangsaan Malaysia**

By Lorlene Hoyt

On January 1, 2014, Universiti Kebangsaan Malaysia’s (UKM) Prof. Datuk Dr.Noor Azlan Ghazali, Deputy Vice-Chancellor for Academic and International Affairs will succeed Prof. Tan Sri Dato’ Seri Dr. Sharifah Shahabudin as the Vice-Chancellor of the University.

Dr. Azlan was all praise of the Vice-Chancellor who has brought the University to a higher level of excellence and has set the strategic direction for the future of the University. He plans to journey on the path the Vice Chancellor has set and is “looking forward and excited” to continue the University’s active participation in the Talloires Network. In particular, he will “personally pay close attention” to the Graduate Transformation and Small and Medium Enterprise (SME) Development Programme, one of the Talloires Network’s eight Youth Economic Participation Initiative partners.

“UKM is *the* national university of Malaysia,” he began. “It was established in line with the wishes of the public. The University, therefore, has the moral responsibility to create a positive impact on the public especially in developing the human capital of the country as well as the lives of people.” Dr. Azlan believes that preparing the next generation of responsible citizens is a critical task of UKM. He added that “all faculties have a role in making sure that everyone in the community has the opportunity and ability to improve their lives.”

Dr. Azlan attributes his commitment to civic engagement to his parents. They were both teachers and community leaders. “Since my young age,” he explained, “my parents were very involved with improving the quality of living of the people in our community.” Following in his parents’ footsteps, Dr. Azlan applies his expertise in economics to enhance public welfare through “various aspects of national socio-economic planning and initiatives targeted at creating a better living for all.”

When prompted to highlight a civic engagement achievement, Dr. Azlan pointed to his role in leading the *Knowing ASEAN Programme* at UKM. Through this effort, he organized study visits to four ASEAN countries including Thailand, Vietnam, Indonesia and Burma (Myanmar), “to understand and appreciate the economies and communities in ASEAN.” In each place, the group visited government agencies, universities, multi-national corporations, historical sites and community development centers.

In 2006, when Dr. Azlan was Dean of the Faculty of Economics and Business at UKM, he left to serve in the Prime Minister’s Department as Director of the Malaysian Development Institute, in the Economic Planning Unit. Leaving the ivory tower of academia, there, he “worked on the ground dealing with reality” and began to rethink and “reframe the role of the university in the nation.”

Recently, he led the University Ambassador Programme under the National Blue Ocean Strategy (NBOS) to deliver programmes and services “to the public that are high in impact, low cost, and rapidly executable.” The strategy involved a “mass of youth volunteers” who were mobilized for “nation-building activities” in rural areas. By “becoming agents for change,” students help to spur growth in Malaysia while creating “a more inclusive society,” he explained.

Civic engagement is “well-institutionalized” at UKM as evidenced by the establishment of a Deputy Vice-Chancellor for Industry and Community Partnerships position in 2007. The seat is held by Prof. Saran Gill, who is both the Executive Director for AsiaEngage and a Visiting Scholar for Engagement Australia.

Dr. Azlan affirmed that UKM faculties are encouraged to engage with local communities as well as NGOs and private industry, explaining, “Sure, scholarship is important, but there is much more to academia than academic scholarship. While producing graduates will always remain one of its mainstays, the University also has an obligation to the wider society.” He pointed to the challenge of supporting university civic engagement in “developing countries like Malaysia,” noting, “the idea of academic excellence and university rankings place real demands on academics.” He continued, “However, there is no clear framework on how to measure the impact of scholarly work on communities. So, we must convince the campus community that improving lives is something we all must do.”

In looking to the future, Dr. Azlan urged that engaged scholars “focus attention on sustained partnerships and impact.” When universities are engaged with partners for a longer term, he said, “You can see improvement over time.”

As for the Talloires Network, Dr. Azlan emphasised the “need to share our experiences and cases of engaging the society,” explaining, “It is important that we create a set of cases from different regions and share those experiences widely.” There is a need, he added, to “provide strategies on how to work well with communities.”As our conversation came to an end, he concluded, “I’d like to see a session like this at the next global conference.”

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**Professor Mohd Fauzi, Universiti Kebangsaan Malaysia**

By Amy Newcomb Rowe

Professor Mohd Fauzi Mohd Jani is the current full-time Director of the UKM Centre for Entrepreneurship and Small and Medium Enterprise Development (UKM CESMED) at the Universiti Kebangsaan Malaysia (UKM) in Bangi, Malaysia just outside of the central city of Kuala Lumpur. Dr. Fauzi has taught Agricultural Economics and Marketing in the Faculty of Economy and Management at UKM since 1985. He served as Dean from 2006 to 2011 and was appointed Director of the specialized consultant-based research Centre, a UKM Pakarunding Sdn Bhd, a private wing of UKM, established in 2003 until 2005. UKM was named one of eight award universities in 2013 for the Talloires Network Youth Economic Participation Initiative Demonstration Grant (YEPI). Dr. Fauzi and his staff are overseeing the award program, which seeks to develop shared service-learning methods to support graduates who are working with small and medium businesses in their communities, both urban and rural. I sat down with him in person at the Talloires Network Welcome Workshop last week in Cape Town, South Africa to learn more about his vision for the program.

When asked why he is committed to civic engagement, Dr. Fauzi recalled his childhood in a rural village where his father was a primary school teacher, and where he observed his father’s commitment to the community and public services. “My father taught many subjects, including language and mathematics, and he used a lot of his time beyond the classroom connecting with young people, for instance working with a chicken production project in the village. I was impressed with his work.” he explained. “I realized that every single person, no matter their origins, can achieve great things in life,” Dr. Fauzi said. Detailing how he eventually made his way to university, Dr. Fauzi received a diploma in Animal Health and Production from Universiti Pertanian Malaysia, and afterward was given an opportunity to study abroad changing his course to Economics, receiving his Bachelor of Science and PhD in Agriculture Economics from Washington State University in the United States. He describes the abundant benefits of merging two powerful areas of research, both sciences and the arts, which he uses in mentoring students in both sciences and humanities programs.

Malaysia is a rich multicultural and multiethnic society with a large youth population. One of the areas of civic life that Dr. Fauzi and his team are working with is youth economic development through the channels of higher education. They are looking for innovative ways to empower students to start small businesses and be employed after graduation. To do this, they are working to develop a healthy ecosystem that supports small businesses and also gives back to the community. Many students in the Malaysian higher education system are purposely directed toward an area of study based on their exam results, and not necessarily based on their choice of career. Dr. Fauzi wants to help students reconcile this; by guiding them toward careers they are both passionate about and good at. As lecturers, Dr. Fauzi and his engaged colleagues are learning to blend high expectations of students’ hard work and good marks with a certain amount of praise and encouragement that motivates students toward successful entrepreneurship. “Young people have all the energy in the world, but are sometimes not guided or directed in a way that makes them feel good about their ideas. I believe everyone in society has helpful knowledge and every student has good ideas. It is our job to give students a chance to find a vision toward success, and to enjoy life and developing their career along the way,” Dr. Fauzi explained. To date, UKM students are engaging their communities in several disciplines, including health and environmental sciences, engineering, applied sciences. One of their most successful programs is in accounting and called TechnoCount. The idea is to connect accounting students with small businesses that are required to follow certain federal filing procedures. The students learn about federal requirements in class and transfer the knowledge by way of service to a community business. The students set up templates and software that provide an increase in income enabling business to be sustainable. “When our students meet their goals and the small businesses are generating income, we know we have increased both the students’ and the communities’ abilities to solve problems for themselves. The challenge of convincing students and community leaders to be open to collaboration and receiving help from others continues to be in our learning agenda,” says Dr. Fauzi.

Teaching students how to use their accounting skills to engage the community is only one example of CESMED’s work at UKM. The founding of the Centre is considered by the team one of their greatest achievements in civic engagement work with the university. It began with a small research grant from Waseda University in Japan, from which they received about $10,000 dollars to start a project called “COBlas” working closely with the SME Corps, a government agency and consultation program that helps small and medium enterprises launch in the early stages of development. After successfully managing COBlas, it acquired additional funds for a national outreach campaign to 14 Malaysian universities. Dr. Fauzi described the outcomes of the program, “we saw many students going into successful internships and learning how to start, manage and operate small businesses. What started as a simple project with SME Corp developed into a larger centre for our graduates as well as 14 other universities in the region!” The Centre has received the SME Internship Program National Award for the last two years.

UKM is a model for rewarding engaged faculty and staff by offering incentives such as training programs and small allowances, which are based on staff mentoring, advising and administrative work as department coordinators. They have 14 fellow coordinators, as well as strong interdepartmental support from top university leaders. The Centre also supports staff with acknowledgments and certificates of appreciation. Dr. Fauzi brings a wealth of experience in staff development and states, “one area of incentive that I have noticed over my career is connecting senior faculty leaders with junior lecturers. When I engage the senior members, the juniors follow. The younger lecturers also enjoy travel opportunities and professional development, which we include as support for their engagement work. These opportunities advance networking and resources.”

However, positive staff support may not always translate to good recruitment numbers, says Dr. Fauzi. From the perspective of a former dean, his primary concern is to increase the number of engaged lecturers at UKM. When the core group of engaged lecturers committed to the Centre, they worked together very well and established common understandings; there were about 10 core lecturers initially. When they formalized the Centre within the university, of course the members grew, and the core group became worried and that the Centre would lose its original vision. Dr. Fauzi allowed the core members lead the new members to transfer the same vision and passion, as well as creating new ideas for civic engagement. Now they have 130 staff that contribute to the expanding agenda and who have important leadership responsibilities thanks to the efforts of our original group. In a little over three years, they built a cohesive group of engaged faculties across campus by bringing together lectures for a similar vision. They have many more lecturers to recruit in the future, says Dr. Fauzi.

**Acknowledgements**The authors would like to acknowledge the Talloires Network’s regional partner, AsiaEngage as well as its partner institutions in Malaysia including Universiti Putra malaysia, Universiti Sains Malaysia and Universiti Tunku Abdul Rahman. We also thank John Pollock for his research on Malaysia.

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