Teaching Workload and Working Time Of Aad Lecturers And Their Pursuit Of Key Performance Indicators within A Code Of Ethics

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Abstract: *Academicsof higher learning institution in Malaysia have their performance measured by Key Performance Indicators (KPIs). At International Islamic University Malaysia (IIUM), KPIs for academicscomprises six key areas namely teaching, research, publication, supervision, consultancy and services to public. These areas are measured from various operational and functional aspects of the academicswhose officialworking time per weekis forty hours.This studyaims to investigate the potential of achieving these KPIs within the allocated working time incumbent upon the University Code of Ethics. The objectives are: 1) to examine the viability of those KPIs in relation to lecturers'working time and the University Code of Ethics, and 2) to suggest strategies/policies towards holistic achievement of KPIs. Consequently,the Department of Applied Arts and Design was selected to represent the Kulliyyah of Architecture and Environmental Design, IIUM. The class scheduleof 2016-2017academic sessionwas analysedto tabulate lecturers' teaching timeand number of students that they teach. Teaching constitutes the main bulk of their work load, followed by supervision, research and administration. Then, semi-structured interviews with the seven full-time academicswere conducted to verifythe staff workload and working time. The study found that24 (60%)out of 40 hours per week during the two normal semesters were spent for teaching and its related matters like marking of assignments and students' consultation. Enormous hours were dedicated for teaching and tutorial session, supervision of undergraduate research project and postgraduate students, while lecturers still have to allocate some times for administration works.Shortage of time is a realissue for the lecturers to fully achieve their KPIswhilst avoiding deviations from the University code of ethics. Thus, more holistic and realistic KPI and strategies are needed besides effective human resources for quality academic services and integrity.*

Keywords: *Key Performance Indicators, lecturers' working time,higher learning institution, academic staff*

I.   Introduction

Key Performance Indicators (KPIs) provide a measurement tool that assists an organization to define and measure progress toward the organization goals and objectives. The performance of academic staff in higher learning institutions are traditionally measured or evaluated according to three major areas, namely teaching, research and services(Comm and Mathaisel, 1998). Meanwhile,the KPIs for academic staff at International Islamic University Malaysia (IIUM) comprise six key areas; teaching, research, publication, supervision, consultancy and services.These areas are measured within an agreed framework of planned goals and standards of achievement and competence based on the various categories of academic staff including professor (VK), associate professor (DS 53/54), assistant professor (DS51/52) and lecturers (DS 45). The real workload is generally dependant on the post held but the notional load is higher than the weight assigned by the university performance evaluation system(Masturah et al., 2012).In IIUM, the performance of each academic staff is measured and valued based on the key performanceindicatorsand the common factors includingself efficiency,work quality and overall effectiveness determine theirachievement of these KPIs.Most of the staffs usually workwithin the forty hours of working time per week taking into account their routine academic activities for teaching requirement of 12 credit hours per semester.In this regard, assessments of their students' assignments and projects, student consultation and supervision are part and parcel of the teaching activities followed by research and preparation for lecture and administration of related works on weekly basis are unavoidable. Inasmuch, the staffs also need to spend their time painstakingly for multidimensional undertakings that relate to research, publication, supervision, consultancy and services.The issue is how capable the staffs are to maneuver their multidimensional duties within the availability of working time which seems unviable in order to achieve the requirements of educational KPIs.

As such this study aims to investigate the staff achievement of these KPIs within the forty hours of lecturers' working time per week taking into account the University Code of Ethics. The selected respondents are the academic staffs of the Department of Applied Arts and Designs, KAED. Therefore, the objectives of this study are; 1) to examine the viability of those KPIs in relation to their working time, and 2) to suggest potential strategies/policies for successful achievement of the KPIswhilst ensuring the university code of ethics is uphold.

II.   The Background

Key Performance Indicators: ADefinition

Definitions of KPIs have a consistent thread, generally centred on quantifiable, measurableprogress towards achieving agency goals and objectives. Rowe and Lievesly(2002) give general definition of performance indicators as "data indices of information by which the functional quality of institutions or systems may be measured and evaluated". Likewise, KPIs are quantitative and qualitative measures used to revive an organisation's progress against its goals (Kaufman et. al., 1997). These are broken down and set as targets for achievement by departments and individuals. The achievement of these targets is reviewed at regular intervals.Meanwhile, Amstrong (1994) further define the performance management as a "means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, objectives and standards of achievement and competence." In the aspect of performance, it is deemed to be the fulfillment of an organizational obligation based on various factors. Whereas, performance as defined by Lockett (1992)is "a multidimensional construct and the common factors that are frequently associated with organizational performance are efficiency,quality, responsiveness, cost and overall effectiveness."In short, key performance indicator is performance measurement used to evaluate factors that are crucial to the success of an organization. The tool helps an organization assess progress toward its declared goals.

Over the past two decades, many studies on the performance indicators for academic staff has been published and numerous articles exploring one or another aspect of the measurement or management nature of the indicators. Some articles were found that in one or anotherway centrally concerned the development and management strategy of performance indicators (PIs) at national and international education institutions. For examples, the studies byMasturahMarkom et al. (2012)and TajulArifin et al. (2012) seeking to identify the actual notional hours measurement experienced by academic staffs and to determine the key intangible performance (KIP) of academic staff,respectively. While most of the studies find their direction of focus infunction and measurement orevaluation of performance indicators, for examples(Rowe and Lievesly, 2002: Pursglove and Simpson, 2007; FareydoonAzma, 2010; Mohamad Ishak et al., 2009; Sharanjit Kaur et al., 2013; KadarsahSuryadi, 2007).They representwhat appear to be the dominant albeit evolving concerns ofresearchers on the management aspects of staff KPIs.The scholarly investigations about the development or management nature of the performance indicators aremanifold and contending to various aspects here and there.Hence, a more focused study on the achievement of academic staff KPIs in relation to the allotment of working time andits performance in lieuof the educational code of ethics need to be examined. This study would facilitate better engagement of the academic staffs with their teaching workload and other related requirements whilst achieving their target KPI.

III.   Key Performance Indicators atInternational Islamic University Malaysia (IIUM)

International Islamic University Malaysia (IIUM) is one of the public higher learning institutions in Malaysia. In the year 2016, she celebrates 33th anniversary. It comprises fourteen Kulliyyahs at four campuses being Gombak as the main campus, Kuantan, Kuala Lumpur and Petaling Jaya for its foundation studies. As of 2015, 1911 academic staff are servicing the University with 357 of them are international staff. Total student population is 18,252 at Gombak and Kuantan campuses with 2,474 of them are international students from 125 countries. The University is administered under the purview of the Ministry of Education Malaysia's policies and strategies towards developing human capital for the country. Consequently, areas being looked into, inter alia, are teaching and learning as well as research, development and commercialization.

For that matter, specific assessment instrument has been developed by the Malaysian Qualification Agency (MQA) to gauge the performance of the higher learning institutions. The former is assessed by the Malaysian Higher Education Institution Rating System 2011 (SETARA'11), while the latter is the Malaysia Research Assessment Instrument 2011 (MyRA).The performance of higher learning institutions was categorised using six tiers, with tier 6 representing 'Outstanding' as the highest tier and tier 1 'Weak' as the lowest tier. Based on the SETARA exercise in 2011, IIUM was in Tier 5 where none of the universities or university colleges received the highest Tier 6 rating (Outstanding), nor the lower Tiers 2 (Satisfactory) and 1 (Weak). As for the star rating of MyRA which rates the research, development and commercialisation (R&D&C) performance,

IIUM received 5 stars in 2011 exercise, however dropped to 4 stars in 2014-15 exercise.In summary, Ministry of Education will utilise the results of SETARA and MyRA as valuable input in formulating suitable higher education policies. They will be repeated in three year time. MQA and Ministry of Education will continually improve the rating instruments to reflect current developments.

At the University level, these SETARA and MyRA assessment requirements are translated into the key performance indicator of the staff in particular academicians. At IIUM, KPI for lecturers comprises teaching, research, publication, supervision, and consultancy as shown in Table 1 below.

Table 1: Targeted Academics'KPIs for the year 2015

No	KPI	DS51/DS52		DS53/DS54		VK7/VK6/VK5	
		Target	Weightage	Target	Weightage	Target	Weightage
1	Teaching	12 Credit Hours	30	12 Credit Hours	30	6 Credit Hours	15
2	Supervision	1 Master	10	1 PhD; 2 Master	10	2 PhD; 4 Master	15
3	Research (PI) and consultancy	30K (Non S&T)/50K (S&T) & 1 Consultancy Project	20	50K (Non S&T)/80K (S&T) & 1 Consultancy Project	25	100K (Non S&T)/150K (S&T) & 1 Consultancy Project	30
4	Publication	2 No of book/book chapter/article in indexed journal	20	3 No of book/book chapter/article in indexed journal	25	5 No of book/book chapter/article in indexed journal	30
5	Conference	1 No attended as presenter (National or International)	10	2 No attended as presenter (National or International)	5	4 No attended as presenter (National or International)	5
6	Services to public	1 committee position at University level	10	1 committee position at University level	5	1 committee position at University level	5

Although the KPI for administration is not stated in the Table above, it constitutes a mundane job of the lecturers as they also subjected to instruction of the Head Department from time to time. They may be assigned a task to review an academic programme, organize seminar, conference or any discourses. There are also a few academic staffs who have been appointed as academic administrators holding postslike Dean, Deputy Dean, Director, DeputyDirector and Head of Department where they also have to fulfill the administrative KPIs apart from academic KPIs.

IV.   IIUM's Code of Ethics

In an organization, code of ethics is a written set of guidelines which position workers in approved roles in accordance with its primary values and ethical standards. Similarly, in a higher learning institution, the code of ethics serves as important instrument of regulation thathas essential educational implications.Foster (2012) postulates that codes of ethics are world-wide perceived as important guidelines to prevent corruption in education.Meanwhile, Clark (2004) states that code of ethics tends to be recognized as aspiration and they are also instruments of regulation which position teachers in regulated roles.In short, the code of ethicsis important instrument which characterises specific professional work and provide guidance for action in educative and professional setting.

At IIUM academic staffs are subjected to conduct their actions in accordance with the policy and procedure on academic integrity and honestyas stated inIIUM Code of Ethics and Student Academic Performance Rules (SAPER 2015). Both documents comprise the core values, code of ethics or ethical standardsas written set of guidelines issued by the university to its staffs. These include code of ethics for academic staff, code of ethics for research, consultancy and publication and code of ethics for students as summarized in Table 2.

Table 2: Summary of IIUM Code of Ethics

CORE VALUES	CODE OF ETHICS FOR STAFF	CODE OF ETHICS FOR ACADEMIC STAFF	CODE OF ETHICS FOR RESEARCH,CONSULTANCY AND PUBLICATION
1.God fearing (*taqwa*) 2.Amanah -vicegerency -honesty -trustworthiness -responsibility -sincerity 3.Accountability 4.Justice -impartiality -transparency -justice in thought and action -justice in treating people	1.Moral integrity • etiquette -politeness -expression of gratitude -humane • Conservation of resources • Appreciative • Dealing with opposite/same gender • Self-control • Avoiding vanity (riya') • Refinement of character -commitment -motivation -self-development 2.Professional integrity • Discipline • Commitment to excellence • Competence • Teamwork • Respect • Loyalty 3.Intellectual integrity	1.Teaching -proper planning and preparation for class -effective delivery of knowledge and information -reliable and fair assessment -being available for guidance & consultation -keeping abreast with current knowledge -upholding ethical relationship with peers and others 2.Supervision -being committed to supervisees' research -monitoring supervisees' study progress 3.Community and professional service 4.Managing academic activities -initiate, plan and conduct periodic reviews of academic programme -initiate and organize conferences, seminars & other academic programmes -inculcate quality & effectiveness in all academic programmes	1. Upholding integrity 2.Respecting confidentiality and privacy 3.Observing intellectual property rights 4. resolving ethical issues through informed decision making -the purpose of the research, procedures and timelines -right to decline participation -possible inconveniences and risks -likely benefits -incentives for participation, if applicable -confidentiality, privacy and sharing of data.

V.   The Department of Applied Arts and Design, KAED, IIUM: A Study Case

At IIUM, Kulliyyah of Architecture and Environmental Design (KAED) offer programmesthat are related to the built environment.The Kulliyyah was established in 1996 to fulfill the need for competent professional in the built environment capable of integrating Islamic values and contemporary knowledge and understanding. KAED currently offers programmes, both at undergraduate and postgraduate levels, in area of studies related to architecture, urban and regional planning, landscape architecture, quantity surveying and applied arts and design. The youngest programme, which is the Bachelor of Applied Arts and Design,is set under the guardian of Department of Applied Arts and Design since 2003.Today, the department continues to successfully teach applied arts and design in the areas of Interior Design, Industrial Design and Conservation as in lined with the objectives of the programme. The number of student enrollments has increased from first intake to current intakes, for example, there are 60new student intakesin the academic session 2016/2017and thus far the department has produced more than 400 graduates. AAD department is currently served by a total of 11 full time academic staff and 7 part-timelecturers from the industry and other institution.

VI.   METHODOLOGY USED IN THE STUDY

In carrying out thisresearch, the methodology adopted involved a two-step qualitative procedure: 1) content analysis technique,and 2) semi-structured interview.This research focuses on one unit of analysis (a case) that is the academic staffs of Department of Applied Arts and Design, thus simultaneously takes account of the context which encompasses few variables and qualities for investigation. As Ragin and Becker (1992) posits that at a minimum, a case is a phenomenon specific to time and space or place.

VII.   The Analysis and Tabulation ofLecturers' Working Time Per Week

The class schedule of 2015/2016 and 2016/2017 academic session from the Department of Applied Arts and Design was analysed to tabulate lecturers' teaching time based on credit hours and other related academic activities within their working time. The study focuses on the KPI 2016, hence the lecturer workloads in semester 2, 2015/2016 session and semester 1, 2016/2017 session was analysed. Table 3 shows the summary of the class schedule for the academic sessions.

Table 3: Summary of the class schedule in 2016/2017 and 2017/2018 session

Semester/ Academic session	Number of Courses	Credit Hours	Number of Students				Number of Lecturers	
			Year 1	Year 2	Year 3	Year 4	Full Time(PhD)	Part Time
Sem 2, session 2015/2016	34	99	60	58	56	45	9	4
Sem 1, session 2016/2017	22	77	60	58	56	47	9	3

The daily working time is the required eight hours of occupational periodcounted from 0800 to 1700.The data also included thenumber of students that they teach for the specified academic sessions.In the context of this study, teaching constitutes the core business in their work load schedule, followed by supervision, research and administration in term of their working time. Reflecting these KPIs within the lecturers' working time, Table 4 shows routine lecturers activities within their forty-hours per week taking into account the 12 credit hours that must be fulfilled for teaching. In this regard, assignment marking and rigorous assessment of students' projects and student consultation are part of the teaching activities followed by supervision and administration that are inevitable in term of the time spent. Applied arts and design programme consists many core and majoring courses that are project-based learning. The coursesintegrate hands-on work, problem solving, collaborative team work, and innovative creative designs. This certainly requires lecturer's constant assessments and active engagement in classroom to ensure that students actively engage in the learning process.

Table 4: Tabulation of Lecturers' Working Time (LWT) Per Week

Day / time	8.00 a.m	9.00 a.m	10.00 a.m	11.00 a.m	12.00 p.m	1.00 p.m	2.00 p.m	3.00 p.m	4.00 p.m	5.00 p.m
Mon	P R E P A R A T I O N	(TEACHING) STUDIO (6 cr)					(TEACHING) STUDIO			
Tue		SUPERVISION/CONSULTATION UNDERGRADUATE/MARKING					SUPERVISION POSTGRADUATE			
Wed		(TEACHING) (3 cr)			(ADMIN)		(TEACHING) (3 cr)			
Thurs		(ADMINISTRATION))/SERVICES/ DEPT MEETING					(RESEARCH/CONSULTANCY/ PUBLICATION) - DATA COLLECTION			
Fri		(TEACHING) STUDIO					(TEACHING) STUDIO			

It is approximately a total of twenty-four out of forty hours (60%) are spent for teaching and its related duties including supervision and consultation of undergraduate students and marking of their assignments or projects. The marking of assignments, student consultation, supervision of postgraduate and undergraduate depend upon the number and quality of students under the care of a particular academic staff thus affect hours spent. If they get a large number of students ora few weak students that require maximum coaching, it may use uptheir time allocated for doing research, consultancy and publication. This affects their schedule planned for a particular week. Thus, the lecturer's working time per week as shown in Table 4 may not be fixed except for the teaching hours.

VIII.   The Interview Techniques

Series of semi-structured interviews were conducted to deeply explore the respondent's point of view, feelings and perspectives.The interviews with the seven full-time academic staff were conducted to verify the staff workload and working time with reference to their individual teaching workload. The class schedules for the Department of Applied Arts and Design produced by KAED Academic Office for the academic session 2015/2016 and 2016/2017 were analyzed before theinterview. This information helps the researchers to select the academic staffs for the semi-structured interview. In addition, all the full time academic staffs holding PhD with academic position of DS51/52 and above are relevant for this study because they are subjected to the key performance indicators as shown in Table 1.

In order to contrast the time taken within the forty hours lecturers' working time against each KPI, the indicators are defined to include their related tasks reflecting the IIUM code of ethics. Table 5 depicts the list of definitions of each KPI for the purpose of the study.Apart from the tabulation of lecturers' working time per week, the list also was used as research instruments during the interview.

Table 5: Key Performance Indicators and their related tasks

TEACHING	SUPERVISION	ADMINIS-TRATION	RESEARCH/RESEARCH PROPOSAL	CONSULTANCY/ RESEARCH	PUBLICATION
➤ Browsing new materials for teaching ➤ Updating teaching materials ➤ Teaching session ➤ Marking /keying in assignments' mark ➤ Students' consultation	➤ Discussing research topic ➤ Facilitating /guiding/monitoring ➤ Checking/ reading ➤ Giving feedback ➤ Reviewing	➤ Meetings ➤ Reviewing academic programmes ➤ Managing classes' activities e.g. site visit, studio portfolio ➤ Organising seminar, conferences, discourses ➤ Networking with outside practioners ➤ Acting on HoD's instruction from time to time	➤ Browsing materials for proposal writing ➤ Reading the materials ➤ Analysing and synthesizing the materials ➤ Writing the research proposal ➤ Looking for suitable research grant ➤ Reviewing the research proposal ➤ Finalising the research proposal ➤ Submitting the research proposal	➤ Browsing materials on related topic ➤ Reading the materials ➤ Analysing and synthesizing the materials ➤ Writing a literature review ➤ Establishing a data collection tools ➤ Data collection ➤ Data analysis ➤ Report writing i.e.discussion, conclusion and recommendation ➤ Formatting and technicalities	➤ Browsing materials for writing ➤ Reading the materials ➤ Analysing and synthesizing the materials ➤ Writing the paper ➤ Looking for suitable publication i.e. conferences /journals ➤ Reviewing the paper ➤ Finalisingthe paper

The time table indicated courses taught by the selected academic staffs, number of credit hours and number of students they were handling as well as time allocated for each KPI was prepared for each staff and it has become a tool in assessing their viability in achieving the KPI within the allocated time and tendency for deviations from the IIUM code of ethics. The semi-structured interview was conducted with the selected academic staffs toverify their working time against their KPI achievements. This face-to-face interview was conducted at the lecturers' preferred place and during their preferred time. The interview wasundertaken using the following themes of questions:

i. Awareness and views on their KPIs
ii. Awareness and views on IIUM Code of Ethics
iii. Confirmation on their time table for semester 2, academic session 2015/2016 and semester 1, academic session 2016/2017
iv. Issues in achieving their KPIs within the stipulated working time
v. Strategies in achieving their KPIs within the stipulated working time

IX. RESULTS AND DISCUSSION

The results and discussion are revolving around two major areas derived from the interviews in tandem with the study objectives outlined earlier. Those two major areasare:

1. Lecturer's Working Time (LWT) Per Week in Relation to KPIs

The academic session of the IIUM operates in two normal semesters and one short semester plus interval semester breaks. Within this timeframe, the following Table 6 and 7 show hours spent for each KPI within the forty hours lecturers' working time per week.

Table 6: Semester 1, 2016/2017Hours spent for each KPI out of forty hours per week.

Academic Staff	TEACHING (HOURS)	SUPERVISION (HOURS)	ADMIN (HOURS)	RESEARCH (HOURS)	PUBLICATION (HOURS)	CONSULTANCY (HOURS)
STAFF1	30	3	7	0	0	0
STAFF2	30	5	5	0	0	0
STAFF3	30	5	5	0	0	0
STAFF4	20	5	5	10		
STAFF5	26	5	9	0	0	0
STAFF6	21	5	5	9		
STAFF7	26	5	5	4		

Table 7: Semester 2, 2015/16: Hours spent for each KPI out of forty hours per week.

Academic Staff	TEACHING (HOURS)	SUPERVISION (HOURS)	ADMIN (HOURS)	RESEARCH (HOURS)	PUBLICATION (HOURS)	CONSULTANCY (HOURS)
STAFF1	25	5	10	0	0	0
STAFF2	30	5	5	0	0	0
STAFF3	30	5	5	0	0	0
STAFF4	32		5	3		
STAFF5	21	5	10	4		
STAFF6	31		5	4		
STAFF7	30		5	5		

The first objective of this study is to examine the viability of those KPIs in relation to the academic staffs working time per week.The results show in term of the time spent,teaching is topping the list for all lecturers,

followed by administration and supervision. While few of academic staffs might have time for research, publication and consultancy, the time is very limited that may not worth or effective for quality of work as far as the required tasked listed in Table 5 is concerned. For example, the required tasks for teaching including lecturing session, browsing new materials for teaching, updating teaching materials,marking, keying in assignments' mark and students' consultation demand enormous hours of time spent. As informed by STAFF5, "a lot of time was spent for teaching and other related activities such as updating teaching notes andstudents attendance, marking assignments, result key-in CAM, tutorial and preparation of questions for final exam". Publication, research and consultancy are the least contribution from the staff that carries the smallest percentage of time spent. Apart from these, there are many duties or activities especially related to teaching, for examples research new materials for teaching, students' consultation which are not recognized as KPI's contributions. These intangible duties or activities are qualitative in natureas compared to the tangible KPI components like research and publication which also consumes plenty of lecturer's working time (LWT) that happens continuously. A recent study byTajulAriffin et al., (2012) supported this view, maintaining that the evaluation criteria for KPI should not only focus on tangible criteria but also to consider intangible criteria based on internal performance measures. They argue,"The organization should focus on internal measures according to the nature of the work of the staff and link them to the strategic goals of the organization thereby resulting in academic excellence.

Lecturers might experience distortion of ideas and disrupted research momentum when the works are halted due to attending other inevitable administration and supervision tasks or attending to ad hoc meetings. As explained by one Staff, "Although I have schedule my time for consultancy, research or publication, but I use the time to update teaching notes before my lecture." Research, consultancy and publication is indeed an iterative process which require certain period of concentrated time for the process to mature, only then can be done at interval time. As agreed by other staff, "Sometimes not enough time during the working time to do research report, data collection, publication, consultancy which sometime embark after office hours and during weekends." Referring to Table 5, the first four related tasks to research, consultancy and publication include browsing, reading, analyzing, synthesizing the materials and writing are very time consuming and mental exhaustive that require free from disruption. In short, Table 8 shows the range of percentage for each KPI out of forty hours timespent by AAD staff as a summary of Table 6 and 7 above.

Table 8: Range of percentage for each KPI time spent by AAD staff

Key Performance Indicator	Percentage
Teaching	50 – 75%
Supervision	7.5 – 12.5%
Administration	12.5 -25%
Research, publication, consultancy and services to public	0 – 25%

2. Staff awareness on the IIUM Code of Ethics and types of its deviations

The result from interview indicates that all staffs of Applied Arts and Designagreed that deviation from IIUM code of ethics due to insufficient working time may happen. They are aware that the most common activities as shown in Table 9 are considered as deviations from the IIUM code of ethics. Staff2 was in the opinion,"the deviation will not happen if the staffs observe the code of ethics and practice them.' As emphasized by Foster (2012), however, due to insufficient of working time, there is a tendencyfor a particular staff to deviate from the ethics, especially to perform other academic duties. As experienced by Staff4, "Sometimes I have deviated from the ethics, for example not available for student consultation because sometimes have to attend ad-hoc meetings which are not in my working schedule."

Table 9: Selected activities considered as deviations from the IIUM Code of Ethics

GENERAL STAFF	ACADEMIC STAFF	RESEARCH, CONSULTANCY AND PUBLICATION
➢ Failure to adhere to deadlines for assigned task ➢ Lack of sense of urgency in performing tasks ➢ Not making serious	➢ Postponement and cancellation of classes without reasonable cause ➢ Not teaching within the agreed assigned time ➢ Not available for consultation	➢ Exaggerating facts or information when applying for a grant ➢ Failing to acknowledge the relevant prior work in reviewing the literature ➢ Mismanagement of resources in carrying out research ➢ Using inappropriate statistical technique

| effort to produce satisfactory work output
➢ Repeating mistakes
➢ Resistant to constructive change | ➢ Pushing personal agenda during class
➢ Making use of students' research materials for their own publication without the students' consent
➢ Failure to provide feedback to supervisee within reasonable time
➢ Administrative manipulation for personal gain | to make the results look good
➢ Trimming the data e.g. deleting several responses without sound justification in order to produce better statistical results
➢ Submitting the same paper to different journal concurrently
➢ Naming a superior/collogue as an author of the paper although he or she has not been involved in the work
➢ Rejecting a manuscript for publication without reviewing it |

Source: IIUM's Code of Ethics

On the aspect of deviation from code of ethics, one Staff described on possibility of plagiarism among academic staffs, "Taking students whole works and submit as their works either for journal publication, IIRIE competition, or conferences. If staff observe ethics and practice the ethics they won't do that. Plagiarism is possibly practiced to achieve KPI." Making use of students' research materials for the lecturer's own publication without their consent is considered as immoral act which deviates from moral ethic.Another staff highlighted that the highest time spent is on teaching which has been the most priority duty and should be done with good moral values. This is in consonant with Campbell (2006) who emphasizes that teachers act as both moral agents and values educators." One staff explained, "The requirements of KPI put by the university to the lecturers should be realistic so that the requirements should not lead to the academic dishonesty. The university should give very realistic KPI so that the staffs do not deviate. Based on Islamic value, staff should not go out of rightpath."

Possible Strategies for achieving their KPIswithin the stipulated working time
The second objective of this study is to suggest potential strategies/policy for successful application of the KPIs.The strategies that follow look into three components notably research and culture facilities, time management, and training to staff and research assistant (Figure 1 below) as an attempt by which the good values could be made manifest in teaching, research, publications, and professional relationships with the academic stakeholders.

RESEARCH CULTURE & FACILITIES
- Database on research funder at Kulliyyah level.
- Co-researcher to 2 research grants considered equivalent to 1 principal investigator
- Effective human resources and technical assistances in managing research i.e. financial report, progress report.

TIME MANAGEMENT
- Normal semester as time to write research proposal, to secure research grant by June of the year.
- Developing paper writing during 14 weeks of teaching as assignment with proper planning and guidance.

TRAINING
- Staff been exposed to solicit research grant as opening of research grant is at odd time.
- Scheduled workshop for proposal writing during normal semester.
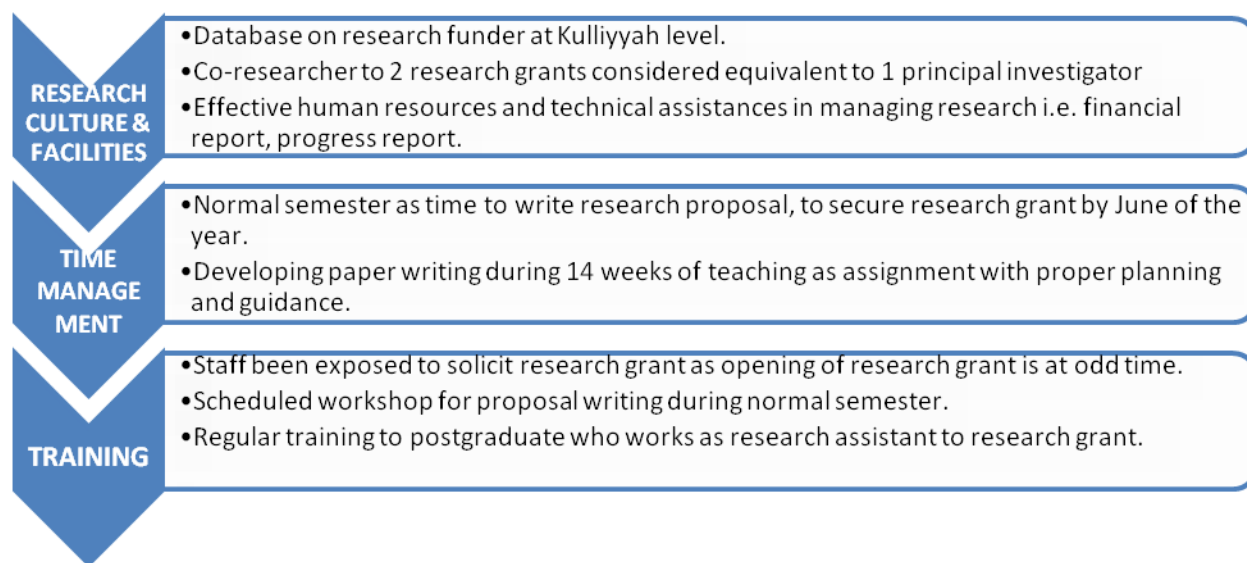- Regular training to postgraduate who works as research assistant to research grant.

Figure 1: Proposed strategies and policies

Key performance indicators (KPIs), both quantitative/tangible and qualitative/intangible are important component of the information needed to explain an institution's progress towards its stated goals. What makes a performance indicator "key"? What type of information should be provided for each indicator? And how can it best be utilized as performance indicators?As found through the interview, the choice of which ones is key is

unique to each academic staff; it is therefore impossible to perform all duties or activities of KPI within the forty hours of working time. However, the finding of the study suggests that teaching component measures are likely to be key for most academic staffs. It is equally important that the KPI should viable with the working time and the process of achieving it should be fully guided by the code of ethics to safeguard an academic integrity.It is also worth noting that study shows that the staffs are often interested in achieving their KPI although it is not an absolute tool for measurement of their academic performance and service delivery.

X. CONCLUSION

This study seeks to examine the viability of academics' KPIs in relation to their working time per week. The results show in term of the time spent, teaching is topping the list for all lecturers, followed by administration and supervision.Teaching and its related activities consume most of their working time, leaving very limited time for research, consultancy and publication. This situation might lead to deviation of ethics in the pursuit of achieving KPI. Thus, KPI should be relevant to, realistic and consistent with the University's core business i.e. academic services with integrity.It should focus on wide strategic value encompassing tangible and intangible measured components and should be in harmony with the code of ethics.Formulation of the KPI that failed to take into account the holistic intention of learning institution might result in counterproductive behaviourof the academic staffs such as deviation from code of ethics and unsuccessful outcomes. Further research is recommended to include more academic staffs form various departments at KAED specifically and all Kulliyyahsat IIUM generally.

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